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The City College Quarterly

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Vol. 4, No. 2 June, 1908

Dedication Ceremonies

Published by the
City College Quarterly Association
at the
College of the City of New York

TO THE SUBSCRIBERS :

In lieu of the regular magazine form of THE QUARTERLY, we present as our summer number this larger and more interesting publication of the proceedings at the Dedication of the College Buildings last May, including the addresses as stenographically reported in full, first those of the Ceremonies of Flag Raising on the Plaza, then those of the Formal Presentation and Dedication in the Great Hall, and those that were delivered with the greetings of dignitaries and of Sister Institutions, and finally those of the Alumni Banquet in the evening.

Many of us who were so fortunate as to hear those speeches will revert to them in these pages with particular pleasure and edification. Those who were not present on that great occasion may now find here inspirations for the higher collegiate work, and indeed some literature of excellent quality and of noble purpose.

The lateness of this issue is regretted; but the five weeks interval between the Dedication and the beginning of our summer vacation did not suffice for our obtaining of the stenographic copy, the editing, and the printing. It was moreover an especially busy season for all, and the editors and our printers were occupied with many other undertakings. To issue the Quarterly during July or August seemed inadvisable. The publication has been printed under the further disadvantage of the Chief Editors' absence in Europe.

The City College Quarterly

Vol. 4 No. 2

June, 1908

THE QUARTERLY is a self-supporting periodical published in the interests of the College by an association composed of members of the Faculty, other instructors, and influential alumni. The Professor of French is president of this association. The Professor of English is editor of the magazine. Four other members of the Faculty are on the editorial board, also the Secretary and the Assistant Historian of the Alumni Association, and another well-known alumnus, who has no official connection with the College. The publication reaches out to trustees, to faculty and instructors, to graduates, to undergraduates, to parents of the students, and to sister institutions.

The Associate Alumni of the College have recognized the QUARTERLY as their official organ. An arrangement has consequently been made, by which each alumnus who pays his membership dues for the year 1907–8 will receive the publication gratis for the year 1908. Those whose subscription covers part of 1908 will be credited for any number or numbers dated in 1908 for which they have paid previously.

The value of an organ for the expression of common interests and purposes is the basis of many effectual magazines. There is need of some central publication to keep our graduates in touch with one another and with their Alma Mater. This need the QUARTERLY seeks to supply. It is particularly devoted moreover to the purpose of becoming a record, a medium for preserving materials for the history of our College. So neglected has been this interest in the past that even on important matters it is frequently impossible to gather information.

The City College Quarterly

A magazine representative of the interests of

The College of the City of New York

its faculty and instructors, its students, and its alumni

Founded by

James W. Sheridan

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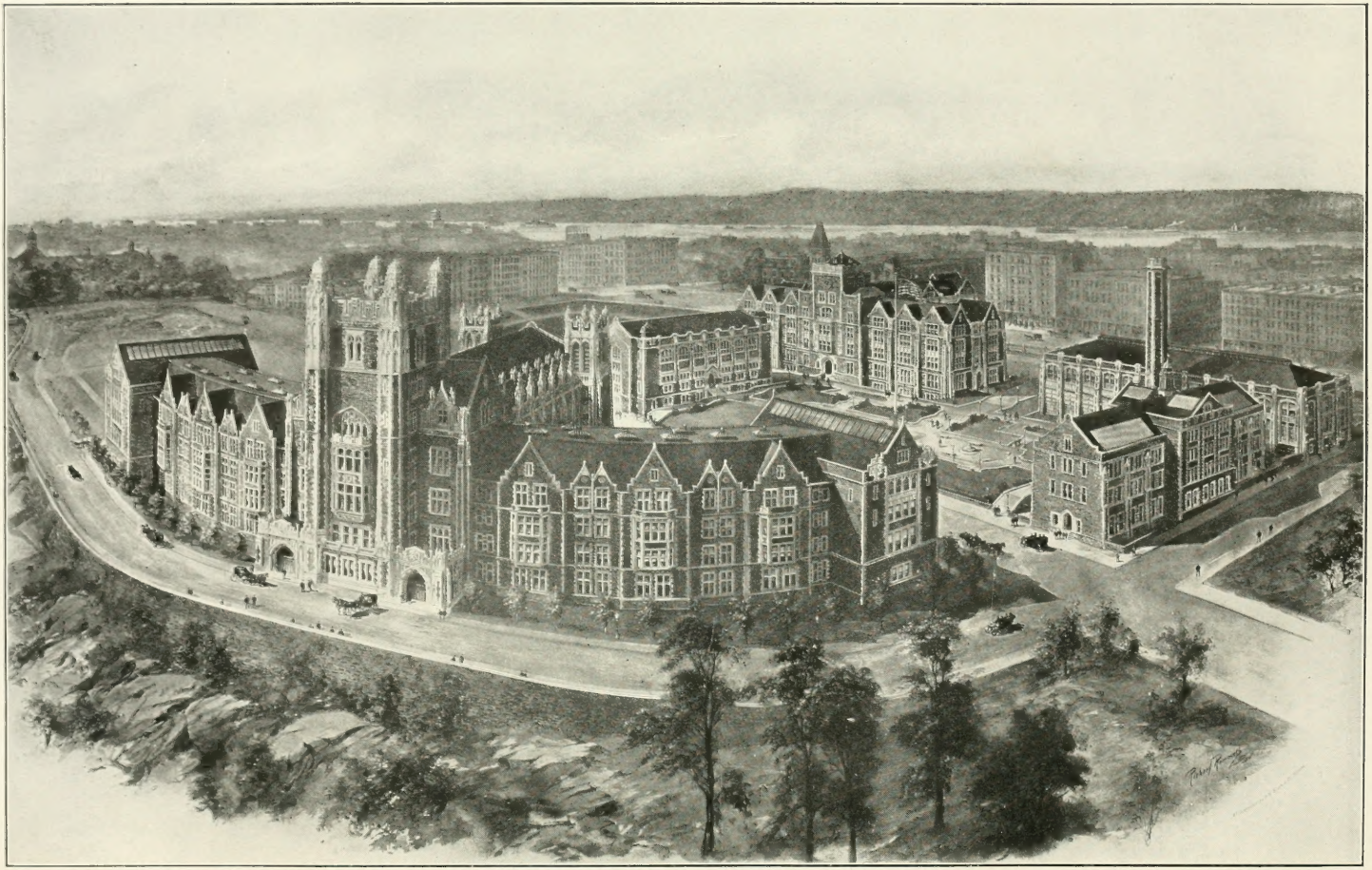

Drawing by Richard Rummel

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BUILDINGS AND GROUNDS OF THE COLLEGE OF THE CITY OF NEW YORK

Dedication of
the New Buildings of
The College of the City of New York

Thursday, May 14, 1908

Program of the Ceremonies

TEN O'CLOCK—THE PLAZA

Overture THE SEVENTH REGIMENT BAND

Presentation of the City Flag

THE HONORABLE PATRICK F. MCGOWAN
President of the Board of Aldermen

Presentation of the National Flag [Given by Alumni of the College]

THE HONORABLE EDWARD LAUTERBACH, LL.D.
('64), Regent of the University of the State of New York

Raising of the Flags on the Plaza and on the Main Tower

Salute by the First Battery Captain J. F. O'RYAN, Commanding

Prayer BY THE REVEREND JOSEPH ANDERSON, D.D.
('54), Member of the Corporation of Yale University

Singing of "America" BY THE STUDENTS OF THE COLLEGE

Academic Procession

Exercises of Dedication

ELEVEN O'CLOCK—THE GREAT HALL

Organ Prelude PROFESSOR SAMUEL A. BALDWIN
Head of the Department of Music

Invocation THE RT. REV. MGR. LAVELLE, V.G.

Music THE SEVENTH REGIMENT BAND

I. PRESENTATION AND DEDICATION OF THE BUILDINGS

Address EDWARD M. SHEPARD, LL.D
('69), Chairman of the Board of Trustees of The College

Address THE HONORABLE GEORGE B. MCCLELLAN, LL.D.
The Mayor of the City of New York

Address JOHN H. FINLEY, LL.D.
President of The College of the City of New York

Sounding of the College Bell, Marking the Dedication of the New Buildings to their Permanent Uses

BY MRS. GROVER CLEVELAND

Legend on the Bell: *"Unto you, O Men, I cry; and my Voice is to the Sons of Man"*

Organ *"Procession of the Knights of the Grail."—Parsifal*
WAGNER

II. ADDRESSES AND GREETINGS

Address THE HONORABLE CHARLES E. HUGHES, LL.D.
The Governor of the State of New York

Address THE HONORABLE OSCAR S. STRAUS, LL.D.
The Secretary of Commerce and Labor

BEARING THE MESSAGE OF THE PRESIDENT OF THE UNITED STATES

Address
THE RT. HONORABLE JAMES BRYCE, D.C.L., LL.D., F.R.S.
Ambassador of Great Britain to the United States

Music THE SEVENTH REGIMENT BAND

Address THE HONORABLE EGERTON L. WINTHROP, JR.
President of the Board of Education

Address CHARLES W. ELIOT, LL.D.
President of Harvard University

Address THE HONORABLE JOSEPH H. CHOATE, LL.D.
Former Ambassador of the United States to Great Britain

Benediction THE REVEREND WILLIAM R. RICHARDS, DD.
Pastor of the Brick Presbyterian Church, New York

Organ Postlude

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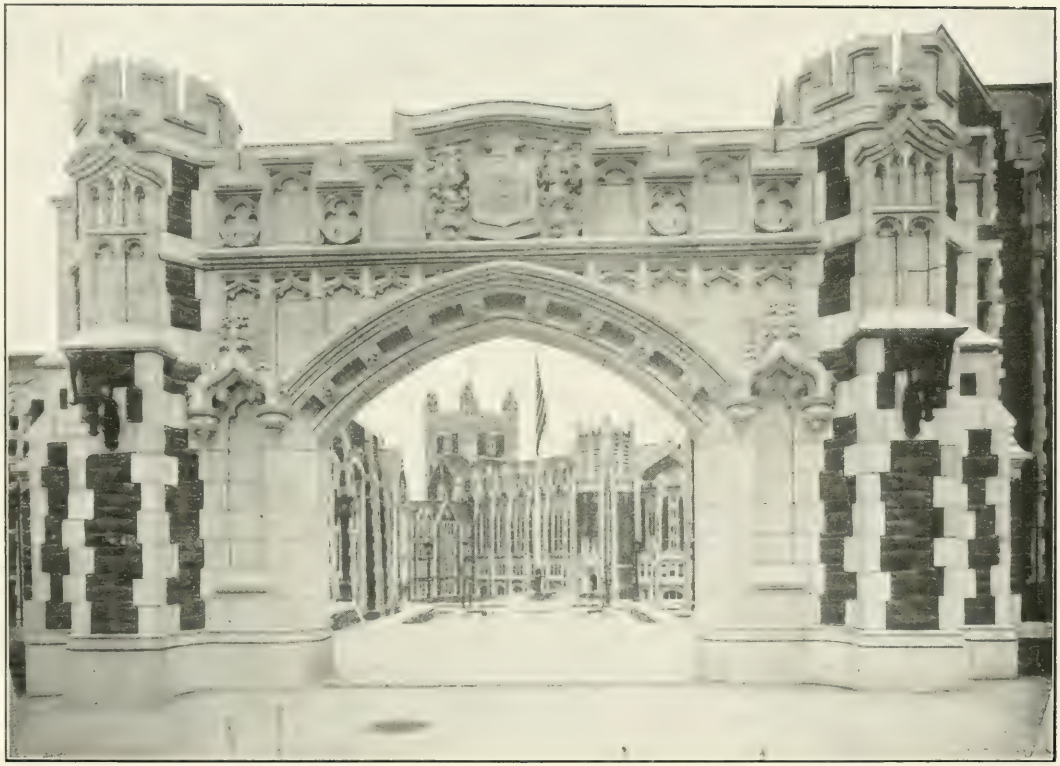


THE HENRY HUDSON GATE

Standing at the Amsterdam Avenue Entrance to the College grounds opposite One Hundred and Thirty-ninth Street. From within this arch one has a glimpse of the Hudson River and it therefore bears the name of the great English discoverer.

The Ceremonies of Flag Raising

On the Plaza

The Presentation of the City Flag

President Finley's words, introducing the Hon. P. F. McGowan, President of the Board of Aldermen, the donor of the Flag.

WHEN our students, a year ago, prepared to occupy these buildings, they sent their banners first. And it has been thought most fit that, before we set apart these buildings to their uses, the flags should be flung from the staff and from the Tower.

It is most fit also that he who committed the City flag, the old torn City flag that we possessed, to the hands of our color guard, should this morning present the new emblem of the City to fly for the first time from our loftiest tower;—Mr. McGowan, the President of the Board of Aldermen, the donor of this flag.

Address by the Hon. Patrick F. McGowan

President of the Board of Aldermen

Ladies and Gentlemen:

Some months ago I promised President Finley that I would present to the College of The City of New York a flag bearing the coat-of-arms of this city, to float over these beautiful buildings.

We of New York owe allegiance to three flags. First, to the National flag—the beautiful and inspiring Stars and Stripes; second, to the flag of this commonwealth, the emblem of the great Empire State, the greatest and most powerful in the Union; third, to the flag of this imperial city in which we all take so just a pride. It is in reference to the last that I will speak.

The first coat-of-arms of this city was a modification of the coat-of-arms of the city of old Amsterdam granted in 1653 to the city of New Amsterdam. It consisted of a beaver surmounting a shield, the beaver representing the only substantial form of commerce then existing in this port—the trade in furs. To this day, the beaver is preserved in our coat-of-arms, which, with a few slight changes, is the same as the one granted by King James in 1686.

In the right or dexter side of the shield is a sailor, in the dress and cap of more than two centuries ago, holding in his right hand a ship's sounding line; and on its sinister or left side is an Indian chief in his feathered finery, holding in his left hand a stringed bow. The former was said to be in honor of King James; for besides being Lord Proprietor of New York, as Duke of York, he was at the same time Lord High Admiral of England—a naval officer of no mean ability—and as such, Commander-in-Chief of all English sailors, those of the merchant service, as well as those of the Royal Navy. The figure of the Indian commemorates the native inhabitants and possessors of King James's province in America. The

flour barrels, the four sails of a windmill and the beavers denote the source of the commercial supremacy of New York.

That supremacy grew from a law prohibiting the bolting of flour outside the city limits between the years 1678 and 1694, a law which gave the people of New York a monopoly of the export trade in bread-stuffs and biscuits. This, together with the export of furs, really made The City of New York the center of trade in America,—a proud distinction which we have since retained; and may we ever retain it.

The coat-of-arms granted by King James II was delivered by Governor Dongan in the King's name to the Mayor, Aldermen and Commonalty on the 24th of July, 1686, Nicholas Bayard being Mayor at that time. These arms have remained unchanged, and are the coat-of-arms of The City of New York to-day, except, however, that an American Eagle arising from a demi-terrestrial globe adopted from the original Arms of the State of New York was substituted for the Crown.

The old charter—the organic law—was resumed in 1784, when DeWitt Clinton was Governor of this state and James Duane was Mayor of this city. The vitality of the City had been paralyzed during the long years of revolutionary struggle, yet high-minded and energetic men were left, and their influence was soon manifest in a revival of commerce. The population of the city at that time was about 23,000. Only a few dwellings were above Murray Street on the west side and Chatham Square on the east side.

With the slight modifications I have stated, these ancient arms have been borne by our City continuously from the reign of the last Stuart king until the present day. Our City Flag is practically the oldest flag in America. This beautiful emblem of the Imperial Metropolis I take pleasure in presenting to the College of The City of New York.

Photo by Wm. Solotaroff

PRESIDENT FINLEY SPEAKING

Presentation of the National Flag

President Finley introducing Mr. Lauterbach:

THE ALUMNI of the College have given a National Flag which is to fly daily, when the College is in session, from this staff. It will be presented by one of their number, a distinguished member of the association, the Honorable Edward Lauterbach, of the Class of '64, a Regent of the University of the State of New York.

Address by Hon. Edward Lauterbach, LL.D.

Regent of the University of the State of New York

At last, at last, after a score of years of patient, unceasing endeavor on the part of the Trustees, Faculty and Alumni of the City College, the dedication of these beautiful buildings to their uses is about to take place.

On this, the sixtieth anniversary of its natal day, are gathered together representatives of other nations, of the National Administration, and of the State, to which it owes its origin; the Regents of the State University, of which it forms so important a part; the officials of the municipality, whose citizens, at a popular election held in 1847, determined by an overwhelming vote that it should be called into being, a municipality which from that day to this has cheerfully and without stint accorded whatever demand was made in its behalf, even to the munificent extent required for the fulfillment of the scheme to provide for the City's College the most fitting, as well as the most beautiful, structure of its kind yet erected on this continent.

Gathered as we are to celebrate the dedication of the new College with thanksgiving, while not failing to preserve fond memory of the beloved domicile where its proud reputation has been established, its record made, its love of country and devotion to learning inculcated, it has seemed to those representing its three thousand Alumni that no more fitting contribution to the details of this celebration could be made than the presentation to their Alma Mater of the American flag, the ensign of the Republic, the typification in its tricolor of courage, honor and patriotism, the very principles which that Alma Mater has instilled as of primary importance. It is the symbol of a federation of states and of far distant dependencies—constituting a nation, which has regarded a free and liberal education as the best method of granting equal opportunities and equal rights to its youth, a method of which the

practical exemplification has resulted in the founding of this free College, the apex of the perfected common school system of the State, free in every sense, untrammeled by obligation to individuals, controlled by the influence of no religious domination.

For the honor of making this presentation on behalf of the Alumni, I am deeply grateful. It is appropriate beyond any other gift, made as it is to a College of the Empire State, which by legislative enactment has established, as the best impulse to the patriotism of its children, as the best stimulus to a pure citizenship, the compulsory annual observance throughout the State by all its schools and educational institutions, of Flag Day; so that one month hence, when the banner, now about to be displayed, shall spread its glorious folds to the breeze, its rippling waves will be duplicated and reduplicated a hundred thousand times from every school house throughout the State in commemoration of the birthday of our glorious national emblem.

Pre-eminently may we, of this college, claim the flag as emblematic of the patriotism and love of country which have characterized the teachings of our Alma Mater. This is perhaps not surprising, since Horace Webster, its President for twenty-one years, and Alexander S. Webb, its President for thirty-three years, were graduates of West Point, and exemplars of West Point training, the last named being among the bravest of the great generals of the Civil War. They fashioned the keystone of the College curriculum out of tenets taught in the National Military Academy.

How deeply engrafted in the minds of its graduates were these principles was manifested in a degree greater than obtained among any other Alumni, when from 1861 to 1865 the existence of the Republic was threatened by Civil War. Hardly had the echoes of the first gun fired upon Sumter reached the Empire City when Gilbert Molleson Elliott, a member of the Class of 1861, then about to graduate, obtained and raised the first American flag that was uplifted in protest against this initial step in that unhallowed internecine strife.

What wonder, then, that immediately upon the call to arms this student, whose scholarship had been perfection itself, whose record in the halls of learning had been so brilliant, responded to his country's call, his example being followed by more than forty of its then only two hundred Alumni, the number being increased as commencement after commencement enabled the youthful graduates to enlist.

Then an undergraduate, I can recall the deep sorrow which affected us, when the encoffined remains of Elliot were exposed to our view, his life having been sacrificed while leading a forlorn hope in the charge at Lookout Mountain.

When the tablet which records those of our number who fell, as he fell, shall be removed from the old to the new buildings, no better object lesson will be presented to those who shall view it daily than this record of valor and self-sacrifice.

But not all who served died, and the survivors became as ardent in the interests of the College as they had been faithful in their devotion to their country. I need only cite the name of Colonel Alexander P. Ketchum, to whom it almost entirely due the acquisition of the site upon which these buildings stand, a task accomplished only after years of unintermittent energy. An Ex-President of the Alumni and the continued President of its social organization, his recent death has lost to the College a most devoted friend. And, though he be living, I surely will be pardoned for adverting to the valuable services during the Civil War of General Henry E. Tremain, who, rising to high rank in the army and in his profession, and while devoting his later years toward securing the constitutional rights of those in whose cause he had risked his life, has yet found time, as President of the Alumni and in other capacities, to lead every movement that tended to the welfare of the College.

Succeeding to this heritage, guided by the precepts of President Finley, in daily affiliation with Compton of '53, with Werner of '57, and with the other Alumni and other professors, taking inspiration as well from the National flag as from

the flag of our appreciative and thoroughly appreciated municipality just presented, the Americanism of the students of the College of the City of New York, their loyalty to their country, their readiness to make sacrifice for their City, for their State, for their Nation, may be relied upon as safely as it was in the earlier days to which I have referred.

And now, as the flag is about to be unfurled, I can invoke no sentiment more appropriate to be recalled than that uttered by the distinguished Archbishop of New York, John Hughes, who, though not a native-born citizen, said at a period in our history when his words were of vital import:

> "The Government of the United States is symbolized by a national flag popularly called 'The Stars and Stripes.' This has been my flag and shall be to the end. I trust it is still destined to display to the gales that sweep every ocean, and amid the gentle breezes of many a distant shore, as I have seen it in foreign lands, its own peculiar waving lines of beauty. May it live and continue to display these same waving lines of beauty, whether at home or abroad, for a thousand years, and afterward as long as Heaven permits, without limit of duration."

THE FLAG-RAISING IN THE PLAZA

By courtesy of the New York Tribune

The City Flag upon the Main Tower and the National Flag in the Plaza were raised simultaneously, while a Salute was fired by the First Battery, Capt. J. F. O'Ryan, Commanding.

"America" was then sung by those present, led by the Band and a Chorus of Students of the College.

Prayer by the Rev. Joseph Anderson, D.D.

Member of the Corporation of Yale University

LET us pray! O God, our Father and Friend, Who art ever leading us amidst the changes of our earthly life, we rejoice before Thee that, in Thy good providence, we are assembled here! From the station to which Thou hast brought us this day, we look back upon the past of our beloved College and forward upon its future, and our hearts are glad! We thank Thee for its sixty fruitful years; for the educated men who have gone forth from the old college home and are established amidst the activities of this busy nation; for those also who have finished their earthly course, but whose good influence abides and touches our lives with tenderness and beauty! We give thanks that, under Thy inspiration and guidance, the bounty of this strong city has been extended unto us, providing us with this group of beautiful buildings in which the College shall find its home in the coming years! We rejoice in their beauty; we rejoice also in their promise of usefulness!

We commend to Thee, O our Father, the young men who occupy them to-day, and those who are to flock hither in days to come! May Thy blessing rest upon the students and their teachers, upon the President of the College, the Board of Trustees, and all associated with them in its government! In behalf of all these we pray that by Thy holy inspiration they may think those things that are good, and by Thy merciful guidance may perform the same! Thou, O all-seeing One, knowest the difficulties they must face, the perils they must encounter, the problems they must solve, on the path to victory! That they may fight a good fight, endow them, we pray Thee, with hope, courage, strength, industry and

patience! May they ever love the thing which Thou commandest, and desire that which Thou hast promised, so that, among the manifest changes of the world, their hearts may surely be fixed where true joys are to be found! And may they learn the sweetness of that joy which comes to those who live, not for themselves alone, but for the advancement of the kingdom of God, so that this college, itself a city set on a hill, may become luminous with truth and radiant with beneficent activities! And so, O Holy One, may these new buildings be, not only the college home, but Thy abiding place; and, dedicating them to holy uses, we dedicate them to Thee! May they not only be the home of young men, but of inspired teachers, rejoicing in their opportunities!

As the years pass by, leaving their mellowing touch upon these walls, may they be preserved from all disaster and disfigurement, may no noise of discord rise within them, but the voice of peace and of praise, of gladness and of hope in the centuries to come! Mercifully grant that all who enter here be delivered from disquietude in this world, and later be permitted to see the King in His glory!

And we pray for this great city in which so many nations are represented! May its peoples become one people, may its manifold activities bear fruit to the welfare of mankind and the glory of Thy name! Bestow Thy blessing, we beseech Thee, upon the Mayor of this city, upon the Governor of this commonwealth, upon the President of the nation, upon all rulers and magistrates, upon the citizens of the nation, and upon the multitudes that flock to our shores!

May this Flag be to all of us, from wheresoever we may have come, the symbol of righteousness and progress and brotherhood, of the overthrow of wrong and the enthronement of truth and goodness!

May we, O God, be a nation trained, not only to industry and skill and the amassing of wealth, but educated in the love of truth, in the practice of righteousness, in the service of man, assured that thus shall we best serve Thee, O Thou that

lovest all and desirest that all Thy children should come to Thee!

Hear us, O Lord, fulfill now, O Lord, the desires and petitions of Thy servants, and to Thee shall be all glory, evermore! Amen.

Photo by Wm. Solotaroff

A VIEW OF THE ACADEMIC PROCESSION

The Academic Procession, which had formed in Townsend Harris Hall, had proceeded to the Plaza in the following order:

The Speakers and the Trustees
Regents of the University of the State of New York
Accredited Representatives of Colleges and Universities
The Faculty of the College of the City of New York
Foreign Diplomatic Representatives
The Army and Navy
Distinguished Citizens
Representative Alumni
Additional Representatives of other Colleges
Commissioners of Education
Superintendents of Education
Principals of Schools
Chairmen of Local School Boards
National, State and City Officials
The Clergy
The Instructors and Tutors of the College
Members of the Senior Class

After the raising of the flags, the Procession reformed and passed in the reverse order from the Plaza through Convent Avenue to the One Hundred and Thirty-eighth Street Gate, which stands upon the ground where Washington and his troops were encamped in 1776 (named the "Washington Gate"); around the Gymnasium and Townsend Harris Hall to the Gate on Amsterdam Avenue (named in honor of Henry Hudson, the "Hudson Gate"); through the Quadrangle to the One Hundred and Fortieth Street Gate, opening upon Alexander Hamilton's "Grange" (named the "Hamilton Gate"); through the Gate at the head of St. Nicholas Terrace (named the "Stuyvesant Gate"), to the East Tower Entrance and then to the Stage through the Great Hall.

Photo by Wm. Sedotaroff

PROFESSORS WERNER AND COMPTON IN THE PROCESSION

Exercises of Dedication

In The Great Hall

By courtesy of the New York Tribune

THE GREAT HALL AT NOON

Invocation

By the Rt. Rev. Mgr. Lavelle, V.G.

BLESS, O Lord, this College which we dedicate to-day to the honor and glory of Thy holy name and to the welfare of Thy people! May it be to this City of New York and to our State and to our country an instrument of real blessing, utility and uplifting for all! Bless its teachers and professors, that they may love and cherish and inculcate always the truth; its students, that they may be quick and eager to take advantage of its opportunities, that through it we may all be built up to real strength and to the equality which our Constitution and our laws contemplate for everyone! Give to all who shall be connected with it in the future, or who have been in any way engaged in its development up to the present moment, health and happiness and prosperity and length of days, and the accomplishment of every legitimate desire! Thou Who livest and reignest with the Father and Holy Spirit, one God, world without end! Amen.

Address by Edward M. Shepard, LL.D.

Chairman of the Board of Trustees of the College of the City of New York

Ladies and Gentlemen, Mr. Secretary, Mr. Ambassador, and our other Guests:

In behalf of the Trustees of the College, I welcome to the Great Hall His Honor, the Mayor, and the distinguished guests whom we have asked to meet him and the President, Faculty and Students of the College at what, for the College and for the City, is a significant and must be a memorable meeting. The Trustees here and now, Mr. Mayor, offer to you, in substantial completeness, these New Buildings which were made possible by the wise liberality of Your Honor and your associates in the government of the City—buildings which represent long and anxious labors of the Trustees themselves and of the President and Faculty, aided and inspired by the guidance of the Architect and of those who have with him wrought out what you see here.

One hundred and three years ago there was definitely begun that work of the old Free School Society which was the actual origin of the present system of free education of the City of New York, a system to-day so vast, splendid and marvelously beneficent. Sixty years ago the slight and feeble venture of the Free School Society, having been adopted in 1842 by the government of the City as one of its prime purposes, had overwhelmingly demonstrated its supreme vitality and had already earned a powerful and steadfast loyalty from the citizenship of New York. So it was, Mr. Mayor and Guests, that, in June, 1847, that citizenship was asked by its ballots, at a free election, to decide whether its free school venture should be extended to include what is known as college education. By a great majority, never reversed, of its voters, the City decided that its free educational system should in-

clude that full measure of higher education in the humanities, in the arts and sciences, from which every graduate could, if nature had fitly dowered him, go to special work in any profession or to any career requiring intellectual training.

Before even the beginning of the public schools of the City, a century and more ago, and forty years before the vote for the College, the influence of Washington and Jefferson and other American statesmen of their days, and the response of the deep and instinctive sentiment of the American democracy, had asserted the promotion of higher education as a normal duty of American tax-paying communities. The vote of New York sixty-one years ago and the career of our College, the foundations of Michigan at Ann Arbor, of Wisconsin at Madison, of Illinois, Indiana and many other States, the fine results of the great public gift to our own Columbia College, the fruitful and remarkable work of our Normal College, and the history of the High Schools and Latin Schools, under Harvard University, to which New England owes so vast a part of her development—intellectual, moral and material—all these had helped establish this function of American government in the hearts and convictions of American men almost, if not quite, as deeply as is the preservation of order or the administration of justice or any other primary purpose of civil government. That struggle is now forever over—if indeed the rather anæmic and dilettante resistance to this decree of the American people could be said ever to have made a struggle at all. There remains to-day no practically open question whether, in this country, we are to have free colleges supported by public taxation, but only how the free colleges thus supported can be made most efficient to perform the vital work for American civilization assigned to them by the conditions of American life. Nor is that work in any city or place as great, or profoundly dynamic, as in this American metropolis, the alembic where all the nations and tribes of the world co-operate with those of ancient American lineage to make American citizenship and to make the ideals

which through future generations are to rule our American land and this American people.

Our own College, from the days its doors were opened sixty years ago until the partial opening of these Buildings nearly three years ago, carried on its crowning and co-ordinating work in the City's free school system within its original building, the beautiful Renaissance hall still standing on Lexington Avenue, and I rejoice to say, still used and to be used by the College. After eighteen years we gave up the academic name by which the College was first called, and for the reason that modern America does not accord to that name the veneration which traditions of classic and foreign lands ought to have brought it. Our independent and technical collegiate charter of 1866 was, however, a change only in form, for it was an American College in the full sense of the term which the people of the City decreed in 1847 and which the City had maintained ever since the doors were opened in 1848.

While in its early years the old Free Academy had done work substantially as high in standard as that done in the best-known American colleges, it came to pass that the standards and requirements of those colleges thereafter grew larger and higher, until in 1900 it was clear that some reorganization of our own College was necessary, if it were to keep its position abreast of the other colleges of the land. So it was that at that time—now eight years ago—the Legislature gave to the College a new Board of Trustees, separate from the Board of Education of the City; and the new Board extended to seven years the course of study in the College and in its preparatory department, courses which until then had occupied only five years.

Long before 1900 the prestige and popularity of the College had unduly crowded the original building and its annexes on Lexington Avenue. And before the establishment of our new Board, Mr. Mayor, the Alumni of the College had begun the movement to secure for the College better and more adequate buildings; and when this Board took office, part of this land about us had been already acquired. The new Board

has, during its eight years, devoted itself to the pressing problems of reorganization and enlargement, physical and educational. Preliminary appropriations for the excavations, foundations and terra cotta of these buildings having been made in 1903, it was three years ago, or a little more, on January 13, 1905, Mr. Mayor, that we asked and received from you and your associates a general appropriation. Your confidence in us was such that you gave up, to the very dollar, the amount we asked; and we are glad, this morning, to report that the entire construction, equipment and furnishing of these spacious buildings with the arrangement of the grounds, with their courts, lawns, gateways and planting, are fully covered by the appropriation. We have, indeed, some balance for the inevitable new work not foreseen, and for which no contract as yet is made.

It is the plain duty of the Trustees at this Dedication to express their special sense of the obligation which the College, and no less the City of New York, owes to the genius and labors of George B. Post, the Architect, and of those who have labored with him to the result which you see this morning; nor can we forget the services rendered by members of the Faculty, among whom I feel bound to mention Professor Sickels, who, from the very beginning of this great work, has represented the Faculty in the solution of the vast number of questions which have arisen during its progress.

We offer, therefore, Mr. Mayor—we, the Trustees, now offer this Great Hall and these buildings upon St. Nicholas Heights as the result of our stewardship over the moneys and other power which the City has put into our hands. Whatever may be amiss—and doubtless much is amiss—in what we have done, we are confident that here is fit provision for the present work of the President, Faculty and Instructors, for they must, in truth, be for all time the rulers of the College, and for it earn its lesser or its larger glory. No doubt, Mr. Comptroller and Mr. Mayor, there must in time come still larger provision; but what has thus far been done makes easy, and on these very Heights, that increase in college work which

inevitably will come with the Greater and still Greater New York. Through the work of President Finley and the work of his associates and successors may God bring the full measure of a great blessing to the City of New York, to those who dwell within its borders and to those, far more in number, who are within the ever larger and larger and, we pray, the nobler and still nobler, scope of the influence of the City of New York!

Address by Hon. George B. McClellan, LL.D.

The Mayor of the City of New York

Ladies and Gentlemen:

In a democracy, government ought never to interfere with the individual except in self-preservation. In accordance with this theory, all are agreed that there are certain duties which government must undertake. The most important of these is education. It is conceded that government must teach its children the difference between right and wrong, so that they may become virtuous women and honest men; must do its best to make them good citizens, so that they shall have at least a fighting chance in life. How much more than this government ought to do is a moot question.

There are those who believe that free public education should be limited to the three R's, while on the other hand there are those who believe that it should include not only free public instruction in the humanities, but even in the professions. We have adopted a middle course in this city, whose people generously spend on public education more than any other single community on earth. We carry our girls and boys through the high-school, whose graduates are, in theory at least, supposed to be ready to enter college if they so desire. In addition we have two institutions devoted to the higher intellectual activities, the Normal College for girls and this College for men.

It is not so many years ago that the College of the City of New York was looked upon by some as little more than a glorified high-school. To-day, thanks to the generosity of the taxpayers, thanks to the hard work and the public spirit of its trustees, thanks to the devotion, the sacrifice, the great ability and the great tact of its president, John Finley, it is a college in fact, as well as in name, with a plant second to none in the United States.

These ceremonies mark the beginning of a new epoch in its history. The physical handicap of insufficient and obsolete buildings has been removed, its trustees are in perfect accord with the aims for which it stands, and its faculty is unanimous in the type of man it wishes to graduate.

The purpose of the professional schools is of course to recruit the ranks of the learned professions. The purpose of the College of the City of New York, as we understand the term, is to recruit the ranks of that greatest of all professions, Good Citizenship. The study of the humanities includes something more than the study of Latin and Greek; it includes the study of the literature of every time and every nation; its purpose is higher and broader than mere intellectual endowment; we learn the past to know the future; its purpose is to teach us the wisdom of the men who have long since passed away; and, by giving us all the past contained that was good and beautiful and true, it permits us to create for ourselves ideals for our present and our future guidance.

President Finley has great ambitions for the future of this, his life trust. The realization of those ambitions depends, not so much upon those who give instruction, as it does upon those who receive it. Undergraduates, do not make the mistake of thinking that when you leave college your connection with Alma Mater will cease; it will have only just begun. Alma Mater is judged, not by her undergraduates, but by her sons who have gone out into the world. Her fair fame, her good name, her honor, are in your hands and will be in your hands through life. You will be judged in proportion to what you have received. As much has been given you, much will be required again. You are the children of New York; and, as New York has been generous in dealing with you, she has the right to expect, and does expect, that you will be generous in dealing with her, in doing your duty, and in doing it in such a way that you give the very best that is in you. Any one of you who forgets the example of clear reasoning, of honesty of purpose, honesty of thought, and of manhood, given by your President, is recreant in his duty to this College. Each

one of you who, by right thinking and right doing, lives like a manly man, not only honors Alma Mater, but does his duty to New York.

Life's journey is not easy. The smooth stretches are few. the rough many; the coward and the charlatan seek lightly the former and try to avoid the latter. The manly man takes the road as it comes and derives his chief satisfaction in the journey from the obstacles he has overcome. And in meeting those obstacles, meet them as a man ought to meet them: trust others to praise you and do not praise yourself.

Do not be discouraged by the apparent success of the self-advertiser. It is said that ours is an age of self-advertisement; but it is no worse than any other. There always has been, there always will be, a disposition among men to confound fame with notoriety. Many of us delude ourselves with the belief that we have achieved immortality when, as a matter of fact, we have achieved more or less notoriety. However much his own generation may laud the demagogue, posterity will appraise him at his true value.

Catiline was enthusiastically supported by his friends; Robespierre was called the "Incorruptible"; even Lord George Gordon had his admirers for a time: and yet they are only remembered with contempt, while the men whose memory lives in the hearts of their countrymen are the men whose metal rang true, the men who could not think a bad thought or do a mean act—the Washingtons, the Lincolns, and the Clevelands.

It is possible to use education as the precious metal of life; it is also possible to misuse it as dross. If you, undergraduates, leave this college with no higher ambition than to reduce your degree to the terms of dollars and cents, to treat the four years you have spent here as a mere stride in the race for riches, it were far better that you had never come, for in that case you have utterly failed to grasp the purpose for which this college exists. If, on the other hand, you leave here with the ambition to do your duty, as you find it, to the best of your ability, to hew straight to the line of principle, and to

hold fast to your ideals, then will the expectations of its friends be realized and the College of the City of New York prove a lasting and a triumphant success.

Gentlemen of the Board of Trustees, Gentlemen of the Faculty, Undergraduates, I, the Mayor, in the name of the people of this City, give into your charge the trust of this new College, confident that in your care this trust will be held sacred, and that it will be administered for the greater glory of New York and for the uplifting of mankind.

Address by President Finley

No city has ever made a visible gift to her time more noble both in its conception and in its intent than this. And, representing those who are to receive and use this gift, I feel both the weight of the responsibility and the pride of the office; for I represent a host whom no one can count—not alone these my colleagues, who are gathered about me this morning, my two hundred colleagues, who are really doing the work of this institution and not I; nor do I represent merely the four thousand students who are gathered here; I represent also those who are to come into this place in succeeding generations and succeeding centuries. A hundred thousand days will look in at these windows upon glorious companies of youth gathered here for a little time on their way from boyhood to manhood: a hundred thousand nights will pass over these towers, and still find this college younger by half their years than Bologna, Oxford, or Padua, or Paris, and scarcely older than Harvard University, which is so honorably represented here to-day.

I can but have vision of that multitude, as I stand here, trying to express gratitude to this nourishing City, loyalty to the ideals and hopes that have builded these simple yet magnificent halls out of her treasury, buildings more significant than pyramid or temple. For this is the place of the City's prayer for her sons, the place where one generation, that has lost, or has been denied, some of life's most precious gifts, seeks them for the next generation, the Great Meeting House of the Past and the Present, where the hopes of men and the aspirations of youth look each, and strive together, toward a better future. Once these hopes and aspirations sought one another out in the shades and in the solitudes. But even an Abelard, whose disciples followed him into the country, builded themselves huts of sod and lived upon the plainest fare—even he could

reach but a few of the city's youth to-day. If the poorest and richest are alike to be given their share of the heritage of men, the college must come in the midst of men and their homes. It must, however, carry its horizons with it and not let the tall buildings shut it in. It must cry above the clamor of the city, seated as our figure of Wisdom, "by the way, in the places of the paths" at the gates of the city. For if its voice be not heard in the cities, then must our civilization, which is growingly urban in its life—then must civilization decline; and if its disciplines be not within the reach of good minds, whether put in bodies born in penury or in plenty, then democracy will not come into its richest fruits even if it abide.

I would not belittle what the City has done, but what it is spending for these great buildings and for the support of this College is hardly more in amount than two street car fares each year for each inhabitant, and an extra fare, for the interest on the permanent investment. A little more walking for each citizen, and the College were no burden at all, and the citizens were better off physically.

But though the cost were larger and the burden were heavier, could the City do better for herself than to keep the way to her invisible fields, her richest treasures, open to every one of her sons, could the City do better than to keep a place in her midst where the rich and the poor could meet together to foster and preserve that spirit which is the soul of democracy?

I have read that, when the Prince of Orange, wishing to make some return to the people of Leyden for their heroic sufferings and losses during the siege of the city, offered either to remit their taxes or to establish a university, the people showed their fine valor and wisdom by asking for a university. New York, who stands in yonder painting with, not only Leyden, but Athens, Rome, Cordova, Paris, Alexandria and other cities looking wonderingly, admiringly on, has chosen as nobly and as bravely as Leyden. She has chosen to be taxed. She has set her College upon her most delectable hill, there to stand the symbol of what, in the midst of all the

noise and pain and strain of the struggle below for livelihood and gain, she most desires for her sons.

And so to you, Mr. Mayor—may I say to you, the gifted head of this City, second in size upon this planet, and "first in the nobility of its enterprise," and to you, Mr. Chairman, and your associates who have served this City with as great sacrifice and highmindedness as any Board she has ever had, I now pledge that without which all these buildings and this equipment and your labors were vain, the daily devotion of men, rich in the gifts they bear out of the past to the youth now upon earth, men living many of them upon the meagerest of salaries for the love of teaching, men giving their lives for the finding of more of the truth, willing to be forgotten, caring only that they have taught the truth bravely and honestly. And I give myself as hostage for these eager, noisy, ambitious boys and young men, that they will bring back to the City even more than they have received. The University of Leyden gave back to her City, and to the world, her Grotius and her Descartes, a return in itself infinitely greater than the sum of all the taxes that might have been remitted. And there will spring from this College a few men who, alone, will compensate the City for all this new spending of her treasure. But the pledge I bring—and it is that which the Mayor desires, I know from what he said—is of our unceasing striving that all who go down from this hill into the City, all who go down from this place of Transfiguration, into the City, shall go fitter men and better citizens.

The Sounding of the College Bell

President Finley introduced Mrs. Cleveland with the following words:

Ladies and Gentlemen,—We are disappointed that one cannot be here today, one who has come to be looked upon by the people of this country, not only with admiration, but with affection, the third of that trio mentioned by our Mayor,—Mr. Cleveland.

During the past few years he has taken the greatest interest in this college of the people, the deepest interest, perhaps save his interest in Princeton University, which is so well represented here to-day. And it is a matter of disappointment to him that he cannot be with us on this joyous occasion. But there has come one dearest to him, and she is to speak to us, not in her own voice, but in the voice of that Bell which rings out our hopes and aspirations for this College—Mrs. Cleveland.

THE COLLEGE BELL, MARKING THE DEDICATION OF THE NEW BUILDINGS TO THEIR PERMANENT USES, WAS SOUNDED BY MRS. GROVER CLEVELAND. THE BELL BEARS THE LEGEND,

"Unto you, O Men, I cry; and my Voice is to the Sons of Man."

Telegram from Governor Hughes

Read by President Finley

The speakers on our programme are all present, or accounted for. The next speaker is accounted for. I have this telegram from the Governor of the State:

"I greatly regret that pressure of executive work makes it impossible for me to meet with you to-day. I heartily congratulate the City and all who have contributed to the success of the College upon the fine achievements of the past and upon the wider opportunities now presented. My best wishes for the largest measure of success."

Charles E. Hughes.

Letter from President Roosevelt

Read by President Finley

The next letter is dated at the White House, Washington, April 24th, 1908. The pertinent part of it I will read:

"I shall ask Secretary Straus to be the bearer of my message of good will on May 14th. It is an event of real and great importance, and I am glad that a member of my cabinet who stands peculiarly close to me should be present on that occasion. With all good wishes, believe me

Sincerely yours,

Theodore Roosevelt."

The Secretary of Commerce and Labor can wish no better introduction than that.

Address by Hon. Oscar S. Straus, LL.D.

The Secretary of Commerce and Labor

Mr. President, Ladies and Gentlemen:

I have been commissioned by the President to bring to you his greetings and good wishes, and to express his regret for not being able to unite with you on this great and glorious occasion, when the people of his native city are dedicating to higher education this new temple of learning.

In a communication to the Board of Education of the District of Columbia President Roosevelt said: "It has been my good fortune that all of my children have received, or are receiving, a portion of their education in the public schools. . . . I certainly do not underrate the importance of higher education. It would be the greatest misfortune if we ever permitted such a warped and twisted view of democracy to obtain as would be implied in a denial of the advantages that come to the whole nation from the higher education of the few who are able to take advantage of the opportunity to acquire it." And he continues, "The public schools are not merely the educational centers for the masses of our people, but they are the factories of American citizenship."

The ancient Greeks in building their cities selected localities with high and impregnable places whereon they erected their Acropolis, upon which they built their sanctuaries and their fortified strongholds for security and for defense. Here on this picturesque plateau, overlooking the palaces of the rich and the homes of the toiling masses, the citizens of New York have erected their Acropolis, recognizing as they do that the greatest security and defense for democratic institutions is the enlightenment and education of the people.

In the streets of New York City, long before it was known by that name, when it was the colonial outpost of the Netherlands, the historian tells us that thirteen languages were

spoken. The Hollanders invited men from all parts of the world, of all creeds and races, to settle in New Netherlands, and to this early cosmopolitan spirit is primarily due the commercial greatness which has made her the metropolitan city of the American continent. For the past hundred years and more New York has been the gateway of the nation, through whose portals have passed no less than twenty million workers, who have come to us from every clime and from every race, who have helped build up our great and magnificent country, which in its growth and development is the marvel of all history.

Every generation, since our beginning, has had its problems, its responsibilities and its duties. First in order, the colonial state, whose foundations were impelled by religious persecution and political oppression. Then came the struggle for independence and the welding together of the thirteen separate commonwealths into a federal system, and then the riveting of that system through pain and suffering in the white heat of national patriotism. In each of these great crises the popular decision was sound and wise, and from each the nation rose up higher and mightier than before.

The basis of all patriotism is national conscience, and there can be no national conscience unless it is founded upon a knowledge of a nation's history and development. No greater calamity can befall a nation than to cut herself off from all connection with her own past. This fatal error was made by the leaders of the French Revolution, who, driven by the frenzy of the ignorant masses, thought that by abolishing all authority they could establish liberty, and as a result the guillotine was substituted for reason and the Reign of Terror for a reign of law and order.

The vital condition for the continuance of popular government is the education of the people. Not the education only of the privileged few, but the education of the masses. The purpose of popular government should be, not merely intellectual, but to turn out educated and practical workers, and not impractical dreamers who, with premature and ill-guided

judgments rush to immature and hasty action. The higher and fuller we can make that education, the more stable and permanent do we lay the foundations for the strengthening and development of our institutions. It is not enough to erect institutions of learning and endow them with palatial buildings and learned faculties. We must go a step farther, and keep wide open the gateway of opportunity for the sons and daughters of the toiling masses, so they can avail themselves of the advantages that this higher education affords. And this brings us face to face with the most pressing problem of our day, which in the rush of our industrial and commercial development must not be overlooked, but on the contrary must be carefully considered. There is something far more important for a nation than the increase of commodities; it is a moral standard, it is to raise the standard of living for the masses above the bare necessities of life, so that the children of the ordinary or average man may not be drawn too early to the work table, and thereby be denied those years of opportunity for increasing their capacity for the struggle of life and fitting them to become useful and enlightened citizens of our free land.

True culture and public spirit go hand in hand; such will be a culture which conveys a proper appreciation of the duties and responsibilities of citizenship; a culture which exposes the self-seeking demagogue, denies power to the unscrupulous, be he agitator or plutocrat; and which will inculcate a love and appreciation for the institutions of our land under which we have grown to be what we are, the happiest and most prosperous people, and the greatest, freest nation in all history.

President Finley introducing Mr. Bryce: A college student whom I knew some years ago, not of the City College nor of Princeton, was directed by his professor in history to read a certain book known as Bryce's "Holy Roman Empire". The acquaintance of that young man with that eminent author's work extended no farther than "The American Commonwealth", and in his confusion of memory he applied to the librarian for "Bryce's Holy American Commonwealth". I suppose we may not expect that the next edition of "The American Commonwealth" will carry that title, but we know ours is a better American Commonwealth because Mr. Bryce is in the United States.

I have the great honor to present Mr. Bryce, the Ambassador of Great Britain to the United States.

Address by

The Rt. Hon. James Bryce, D.C.L., LL.D., F.R.S.

Ambassador of Great Britain to the United States

Mr. Chairman, Mr. President, Trustees and Members of the Faculty, and Ladies and Gentlemen:

There is no event in life more interesting than the opening of a new building such as this, because it sets one wondering who will occupy the building in years to come, and what sort of changes it will see and what sort of a life will ebb and flow round the edges of these stately piles and along these paths which we have been treading in the line of your long procession this morning. I wonder what this place will be a century —two centuries—three centuries hence. Changes there will be; changes there must be.

I have been struck to-day by one change which has come upon the United States since I first knew it. You have blossomed out in a variety of colors in your hoods and costumes absolutely unknown forty years ago, when nobody in the United States except the Judges of the Supreme Court sitting at Washington wore any official costume of any kind. And now you have got in your hoods all the colors of the solar spectrum. You outshine the rainbow, and you almost approach that rich and brilliant variety of color which I see in the hats of the ladies who fill the middle section of this hall.

I also wonder, Ladies and Gentlemen, why I am here, because I have not anything to say to you which has not been better said by those who have preceded or will not be better said by those who will follow, men who know far more of the history of this College and of the educational conditions of your City and country than it is possible for an occasional writer and visitor to know. But I will tell you why I am here. Firstly, owing to the persuasive tongue of President Finley, a tongue of which we should say in Scotland that it

would wile a bird off a bush; and secondly, because I feel it a privilege to have an opportunity of expressing to you who represent the strongest elements of progress in this great City the interest and sympathy which the people of England feel in all that makes for the well-being and the advancement of your country; and because I feel it also a special privilege to bear, if I may venture to bear, the greetings to this youthful sister of the oldest of all the cities of learning, not only of the English-speaking races, but in the Teutonic family of nations, our own University of Oxford.

Now, Ladies and Gentlemen, when I thought whether there was anything at all I could find to say to you, it seemed to me that I had better be content to give expression to one idea which forces itself upon me whenever I enter New York City —New York City, which is the most wonderful product of the modern world. You are dedicating here a pile of magnificent buildings to the service of education and learning. Fostered by a liberality, which is not more generous than it is wise and far-seeing, the liberality of the City of New York, a city which has set a splendid example to all cities everywhere, as looking upon the education of its people as one of its first duties—fostered by that wise and generous liberality and engaging the interests of all that is best among the citizens of New York, this College is destined to be one of the greatest educational institutions of the Eastern States. It stands here in one of the two most populous centers of commerce and industry that the whole world holds. It is now entering upon even a wider career than it has had in the past, and its magnificent possibilities demand our sympathy and stimulate our hopes.

What will be the work of this College—what the objects to which the efforts of the instructors will be directed—on which the eyes of the students will be fixed? Commerce and industry have called New York into being. They are the life blood of the City. They have made it the financial heart of the Western Hemisphere. Need I then—need anyone who speaks here bid you, professors and students, but more especi-

ally students—need we bid you not forget the interests of commerce and industry and finance? Need I advise the students, whom I see in the far end of the hall,—need I advise you, students, to lead strenuous lives, to rise early and sit late, to devote the whole of your efforts to getting on in the world? Need I ask you to bear as your maxim a line in which Lucan describes Julius Caesar, when he says: "He deemed nothing to have been done so long as anything remained undone?"

Why, Ladies and Gentlemen, every sight and sound in New York City, every howl of a steam whistle, every roar of a passing train,—those trains, Mr. President, in which the citizens of New York are sitting, who ought to be walking for the benefit of their own health and the finances of this College—every sight and sound in this City of New York seems to me to be calling to every citizen of New York, and especially to the young, to make the most of every moment in their onward and upward struggle to wealth and power, to put the strain upon their faculties and to make the most out of their faculties that they can be made to yield. Therefore there is no need to ask any of you students to embark in the strenuous life. Is there not, however, a danger that other aims and other things may be forgotten? Has not a college like this other tasks besides preparing young men for the active work of life, for the struggle for wealth and power? It is quite natural that young men should desire success. We cannot blame ambition. And ambition is one of those spurs to action which human nature cannot dispense with. I think it is especially natural that the young men here in New York, who have lately come, or whose parents have lately come, from parts of Europe where there was little stir and movement, should be swept off their feet and almost intoxicated by the opportunities for action and success which the immense possibilities of a new continent open up before them. And therefore I do not ask the young men to forswear ambition, or to turn away from anything that can make their life all-strenuous here, but I do ask them to remember that, after all, wealth and power are nothing more than a means, and only

one means, to happiness, that the intense and absorbing pursuit of wealth and power as a means tends to make the end forgotten, or may starve and extinguish those tastes and capacities for enjoyment which lie closer to happiness and are more essential to it than anything that wealth can buy or that power can bring. "What shall it profit a man if he gain the whole world and lose his own soul?"

Some great men have found the highest form of enjoyment in the pursuit of Truth. Goethe places this—you will recall the famous conclusion of his *Faust*—in serving others and helping forward the progress of the world. Now a college like this can keep both those sources of enjoyment before its students, and nowhere is it more needful to do so than in a city like this, where the breathless haste and rush of life make it hard to acquire, after the early years of study have passed, those tastes and the enjoyment of those pleasures which the years of study ought to implant. Nowhere more than in such a city as this ought a college to remind men of the pleasure which the search for Truth may bring.

This College may give to the students of natural science, or of economics, or of history, a love for the pursuit of Truth which will abide with them through life and which will turn them into a career in which the pursuit of Truth will be the main business. Or, if they are to embark in what is called the more active business of life, it may at any rate give them such a curiosity and interest in following the progress of discovery as will form an enduring source of intellectual interest throughout their lives. And the College may also help them to realize the vast possibilities for good and evil which public life opens up in such a city as this.

How great is the difference both now and hereafter which will be made in the life of the City if it be well governed; how great the difference to the rest of your country will be made by the example which New York sets to the other cities of this continent. But anyhow the College may give to its students tastes and pursuits which will save them from throwall their force and thought and ardour merely into the winning

of wealth. It may implant interest in history or science or literature. It may widen their horizon.

A man is not less able to be a successful man of business because he has a wide horizon. Business after all is not life, although it gives the means of living. And you can make business the means of serving others and raise it above its merely gainful aim, if you look beyond the details of business and if you see what the bearings of your business are upon the great movements of the world. The present is too much with us all. And the habit of fixing our eyes upon near objects, which the stress of our daily life almost brings upon us, causes us to lose the power of taking in the broad features of the landscape. And so it happens that most men go through life without ever getting the true perspective of life or the relative value of the objects which life sets before them. Life does not consist in what we have, but in what we are. "Man doth not live by bread alone, but by every word that proceedeth out of the mouth of God."

Ladies and gentlemen, these are very old, very familiar truths. I am almost ashamed to repeat them, but I console myself by thinking that the most familiar truths are sometimes truths that are most often in practice forgotten. It is one of the great functions of this College to impress those truths upon every succession of generations of eager, ardent, young men, full of hope, full of promise, full of energy, who come into these halls.

I know that the thought I have tried to express to you is shared by President Finley. I have often heard him speak in the same strain, and I believe that those views are shared also by the staff which is working with him.

We who are visitors wish you and the College all success in the high and noble mission that lies before you. It is a mission which will grow with the greatness of the City in which you stand. Alumni will gather around you who will draw strength from you and give strength back to you, and the City will be more and more proud of you. And we hope that your College set on a hill, like the great temple which the

ancients reared upon their acropolis in the center of their cities, we hope that this College will more and more be the center of light and inspiration to its students, and will be remembered by its Alumni, not only for the instruction which it has given them, but for the ideals of a high and splendid life which it has held up before them.

THE GEORGE WASHINGTON GATE

Spanning Convent Avenue at the South Entrance to the Quadrangle and standing on the ground where Washington and his troops were encamped in 1776.

President Finley presenting Mr. Winthrop: It is now my pleasure to present one who, in his two offices, unites the Public School System and the College of the City of New York, Mr. Egerton L. Winthrop, President of the Board of Education and Trustee of the College.

Address by Hon. Egerton L. Winthrop, Jr.

President of the Board of Education

It is a very interesting circumstance that the Board of Education of New York City which was organized June 23, 1842, had been in existence but a little more than four years when the first step was taken in the direction of providing secondary education.

High schools were not established in the old City of New York until 1897; but more than half a century earlier a committee was appointed by the Board of Education to consider the matter of establishing a high school or college for the benefit of pupils who had been educated in the public schools of the city and county. The appointment of this committee was suggested by Mr. Townsend Harris, then President of the Board of Education, whose services have been appropriately commemorated by giving his name to one of the most important buildings of the new City College.

It is unnecessary to deal at length with the establishment of the Free Academy; but it may not be out of place to refer incidentally to the fact that the founding of such an institution was authorized by a vote of the people of New York City.

The Free Academy, the name of which was changed in 1866 to the College of the City of New York, was in its inception a vital and essential part of our public school system, and such it remains, although for nearly eight years past it has been under the control of a separate Board of Trustees. The College is directly affiliated with the public school system from the fact that the President of the Board of Education is an *ex officio* Trustee of the College. As such, a member for upwards of two years, I have had the opportunity of observing the splendid work done by the Trustees of this College and its alert and indefatigable President.

Although the City College is under a separate government, it is, as I said, part and parcel of the educational system, and its relations with the Department of Education should always be most intimate. My efforts during the past two years have been directed, to the best of my ability, to keeping them in as close touch as possible. There should be such a complete association that a boy upon leaving the elementary schools should go to the public high schools or the preparatory department of the City College, and, as a matter of course, thereafter enter its collegiate department.

While it may be stimulating to have friendly rivalry between high schools, colleges and universities, it seems to me that it is out of place in a free educational system like ours, where there are such difficult problems to meet and where all should work in heartiest co-operation.

The principals in our schools should make every effort to impress upon the boys in their care that this College offers to them the best opportunity to round out their education, and every legitimate effort should be made to induce them to complete the course and obtain the collegiate degree.

These buildings will undoubtedly help the collegiate department and some of us I trust may see the day when this department has grown to such an extent as to require the use of all the College buildings.

On behalf of the Board of Education and of the Public Schools, which I have the honor to represent here to-day, it is my privilege to join in the expressions of good-will to the College of the City of New York at the dedication of these buildings. The people of the City of New York may be congratulated upon the distinction and success attained by the College of the City of New York, which has been well designated as the crown of our educational system, beginning with the kindergarten and ending with a collegiate degree.

I venture to say that these buildings will prove an inspiration to each boy as he enters our public schools to avail himself of the opportunity so generously offered to him by the City.

President Finley presenting President Eliot: There are many things I would say of the next speaker in introducing him, but I have already kept you and him too long waiting. I shall therefore simply present President Eliot of Harvard University.

Address by Charles W. Eliot, LL.D.

President of Harvard University

Mr. President, and Ladies and Gentlemen:

I venture to offer to the College of the City of New York on this auspicious occasion the congratulations and good wishes of all the American colleges and universities. The function is an honorable and happy one which any educational veteran might well be proud to perform. And trained by you, Mr. President, I venture to assume it, because I have been engaged professionally in the higher education for more than fifty years, and have had during this long period a somewhat intimate acquaintance, not only with the structure and policies of the American institutions of higher education, but also with their ambitions and hopes.

I observe, in the first place, that the strong colleges and universities in this country emphatically welcome competition, and believe in the good effects of general rivalry. They do not share the desire for a monopoly, which is almost universal among industrial and commercial associations. They do not want any exclusive control over the human material for the educational process, or over the market for educated men. They are familiar with the gains for the common cause which result from the rivalries between different states, cities, and towns over their educational establishments, and between the distinct groups that support the different endowed institutions of learning. They want, however, strong competitors or rivals. They do not like the competition of badly housed, ill-equipped, and meanly supported institutions, whose standards are low, and whose product in men and women is not likely, on the average, to reinforce effectively the educated class. They like to compete with institutions which are well housed, equipped, and supported, whose standards are held firmly high, and whose product is well-trained and therefore eminently

serviceable. The strong colleges and universities of the country, therefore, find cause for fresh rejoicing in the new strength of the College of the City of New York, which was already strong.

Here are admirable buildings, spacious, well adapted for their uses, permanent in character, and nobly placed on an ample and commanding site. These buildings, we may all expect, will abide through centuries of uninterrupted, beneficent use. College buildings once fitly placed have a better prospect of long life than any other buildings that Americans erect. They are less liable to replacement or effacement than court houses, city halls, state houses, churches, factories, buildings for trade or commerce, or any private palaces in city or country. Secondly, these buildings are well equipped for the work the College undertakes; and thirdly, the College is adequately supported by the City, which gave it birth sixty years ago under the title, " The Free Academy," and has maintained it ever since with increasing generosity. The other colleges and universities congratulate themselves and New York City to-day that its strong free College is made stronger.

Again, the colleges and universities of the United States believe heartily in the striking variety which exists among them—variety in government, structure, special work, and product. This variety is highly characteristic of American institutions of the higher education, and gives large promise of their future usefulness to the country. This is a municipal college, and a strong one of its type. It is a college pure and simple, without any connected or affiliated professional departments, and completely independent, both of political parties and of religious denominations. It has a characteristic policy about election of studies by the individual student. In the three four-year courses leading to the degree of Bachelor of Arts, the percentage of elective studies is twenty, mostly in the Senior year. In two of the three four-year courses leading to the degree of Bachelor of Science, the percentage of elective studies is thirty-four, altogether in the Junior and Senior years; and in the third of the science courses it is

twenty-seven. These percentages are lower than in most colleges. On the other hand, every student, on entering the College, is expected to choose, out of the six courses offered, the one course he will follow for four years. The consequence of this choice, made thus early, may be very far-reaching. The policy of the College in these respects is clear and decided, and is therefore likely to prove instructive to other institutions.

The College is, moreover, a thoroughly democratic creation —an outcome of the popular faith in a prolonged education. It is, perhaps, one result of this democratic origin and control that from the start the institution developed to an unusual degree instruction in the sciences, while never failing to provide for adequate instruction in the traditional subjects of the higher education. This unusual provision for teaching physics, chemistry, natural history and mathematics appears in all the programmes now maintained here, in the arts courses as well as in the science courses. At one of the ceremonies of this day, a tribute is to be paid to Dr. Wolcott Gibbs, one of the most eminent of American chemists, who was for years a teacher in the Free Academy, before it took on its larger name and function, and who left it only to accept a Professorship of Chemistry in Harvard University, where he continued for twenty-four years his already distinguished career.

Again, the other American colleges and universities take an ardent interest in the prosperity of the College of the City of New York because of the promise which the history of this institution gives concerning the democratic treatment of education in general from bottom to top. The Free Academy was instituted for the benefit of that small minority of the children of the City who were privileged to obtain a good secondary education, and therefore to look forward to the possibility of a college course and of a subsequent professional career. At that time New York had no high schools. The democracy, therefore, provided for a limited group of privileged children, who might aspire to becoming members of the very small class of leaders or managers in business and commerce, and of professional men. Nearly twenty years later

the democracy enlarged the function of the Academy, and made it a college as well as a secondary school. Again the democracy was providing the means of a prolonged training for a class of privileged children, very small in proportion to the multitude of the city's children. Here the urban democracy has been doing for an immense heterogeneous population, concentrated within narrow limits, just what the rural democracy in the western states has been doing for a widely scattered and much more homegeneous population, when it has supported with liberality and wisdom state universities. In both these modes of action the democracy seems to see that leaders must nowadays be highly trained men, and also that it is imperative to provide the means of selecting probable leaders while they are young, and of training them for leadership, the selection being based exclusively on capacity and character, without regard to origin or actual environment. The democracy clearly recognizes also that it is not safe to leave the development of leaders and managers to the unaided chances of individual effort. The genius will undoubtedly make his own way; but democracy needs a great number of leaders who cannot properly be called geniuses. They will be merely men and women of more than ordinary capacity and integrity, who are developed by the thousand in systematic ways. The great reliance of democracy is obviously on institutional, systematic education in all grades, including the highest. Its chief attention was first devoted to elementary education. It then made some scanty provisions for secondary education. It has now in a few instances, among which this institution is eminent, taken a hand in collegiate education; and finally, in the newer states of this country, it is contributing on a large scale to technical and professional education, alongside of, but hardly connected with, collegiate instruction. This development has not followed any logical order; and consequently there are still great gaps in what should be a well-ordered series of institutions. Thus the Southern States lack public secondary schools. Most of the American cities lack trade schools, and even manual training

schools. Industrial, commercial, and household education have been generally neglected by the public, in spite of the fact that four-fifths of all school children go into industrial, commercial, or household occupations. For generations professional schools gave no support whatever to the underlying grades of education. The time is coming for the filling of these gaps, and for the devotion of a larger proportion of the public revenues to public education than has ever yet been devoted to that most profitable of all uses. What the City of New York has done for the small group of its children who can aspire to use this College is a clear prophecy of what it will hereafter do for the much larger numbers of its children who need industrial or commercial training to make them efficient and happy in the productive industries or in trade.

The democracy proceeds in its career of slow but sure progress chiefly on ascertained facts and real conditions, and as a rule takes little interest in metaphysical or sentimental speculations. It sees clearly that morality is not merely an individual thing—that it is much more a collective thing—and its practical aim is towards the collective ethics which will leave the individual a sufficient, though not unlimited, freedom. It believes, as a fact of natural history and experience, that man, though an animal, is something more. It believes that education will not only make men and women sounder animals, but will develop in them that something more, from which have proceeded, as a matter of fact, the language, literature, arts, sciences, and moral ideals which distinguish the human race from all other animals, and have had a wonderful development during the few generations since public education began to be treated as a function of civilized governments.

While holding firmly to the great doctrine and practice of religious toleration, of which this institution affords a notable example, the American democracy illustrates, in its behaviour towards public education, the fact that it is animated by desires and hopes which are so far from being materialistic that they might fairly be called spiritual or even religious. It is looking not only for better physical conditions in everybody's life,

but for more justice, good will, and co-operation among men. It is looking for social betterment of all sorts, based, like bodily health, on improved physical conditions, but leading to, or resulting in, ethical improvement also. The American colleges and universities all stand together to promote this combined improvement of the American people in material condition, in accepted ethical practice, and in public hopefulness and happiness. They all recognize that the College of the City of New York is working efficiently under democratic guidance towards these high social ends. They rejoice in to-day's demonstration of its efficiency, security and promise.

President Finley introducing Mr. Choate: The whole world has now been heard from officially, the political world and the educational world. It now remains to hear one word from the citizen, the citizen who made possible the establishment and maintenance of this college, the citizen, who is here represented to-day by one who held our highest office abroad, Mr. Choate.

Address by Hon. Joseph H. Choate, LL.D.

Former Ambassador of the United States to Great Britain

Mr. President, and Ladies and Gentlemen:

I did not practice law for fifty years for nothing. One thing I learned very thoroughly, and that was never to try to talk to a hungry judge, a hungry jury, or a hungry audience.

> "The hungry judges soon the sentence sign,
> And wretches hang that jurymen may dine."

Now I shall not ask you, ladies and gentlemen, to hang—upon my lips—as you would no doubt like to do, however burdensome it might be to me, at a moment when I know that each one of you feels an aching void within, which no words of mine can ever fill.

I have been introduced by your President as a citizen. Well, I feel very much at this moment like those citizens who are introduced in the plays of Shakespeare;—they are labeled generally, "First Citizen";—and I am very much like them because they always appear in plain clothes; they wear no caps and gowns, and what is always observable in them is that it does not ever matter what they say, because they never have anything to say.

I am a very old citizen in the cause of education, Mr. President. Seventy years ago, one hot summer afternoon, I had the privilege of travelling for about a dozen miles in company with the greatest of American educators, Horace Mann. We were returning from one of those teachers' conventions with which he began the regeneration of American education; and we were returning to Salem, where he was to pass the night at my father's house. As we went down in the doctor's chaise, there was not much room for me, as father drove, so I sat upon the lap of the great educator for those two hours. And then I followed that up with ten

years in the public schools of Salem, six years at Harvard, and fifty years in that greatest of all American universities, the City of New York. And if anybody could not have all there was in him educated thoroughly in fifty years of such service, he is of no account whatever.

Now it is fifteen—yes, thirty minutes already—since our lunch has been cooling in the gymnasium hall. Those viands, so lavishly provided by the City of New York out of the nickels we are not going to spend, must already be deadly cold.

Let me tell you in five words why the people of the City of New York are fond and proud of this College of the City. The first reason, that it is very dear to them, is the most natural reason in the world, because it has cost them so much. And the next reason is that it belongs to them absolutely, all these splendid buildings and their equipment. Your distinguished President, all these great professors, all are its servants; and all the pupils are its children; why should the College not be dear to them? And thirdly, they are fond and proud of it for the splendid work that it has already done in the last sixty years, thanks to the magnificent discipline that has been maintained in it, to the high standard which has been set for its students, and to the success which they have attained. They are proud of it also, Mr. President, and ladies and gentlemen, because this free College of the City of New York has been true to the principles of the Declaration of Independence. So far as it is concerned, all boys are born free and equal. And after they come here, after they are enrolled in its ranks, they are treated as absolutely free and absolutely equal. This great City of ours is an ever-growing gathering of the sons of all nations, of all races, of all religions and irreligions, of all colors and creeds; and here in this City College of New York, if I understand rightly, they are all treated with absolute equality and absolute sympathy and tenderness. Not one suggestion is made against any boy's religion or lack of religion, or color or race or creed. That constitutes a very great glory of this establishment.

I might go on until you were all very much further gone than you are now, and than I am myself; but, Mr. President, for these and other reasons, as a citizen, on behalf of all the citizens of Greater New York, four million in number, I congratulate you, sir, on this day, and I wish you and the City College God-speed on your great journey.

Greetings From Colleges and Universities

President Finley stated that it had been his purpose, as announced by the Programme, to call the names of the colleges and universities represented, of which there were eighty or more. Owing to the lateness of the hour, however, the complete list could not be read, and he would merely present the oldest representative, who was at the same time the youngest Doctor of Oxford and the first Man of Letters in America.

Mr. Samuel S. Clemens, Litt.D. responded briefly.

The Benediction was pronounced by the Rev. Dr. William R. Richards.

List of Colleges and Universities, with their Accredited Representatives

1636	Harvard University	Dr. Charles W. Eliot, President.
1693	William and Mary	Dr. Lyon G. Tyler, President.
1701	Yale University	Hon. Henry E. Howland, Trustee.
1740	The University of Pennsylvania	Dr. Edgar F. Smith, Vice-Provost and Professor of Chemistry.
1746	Princeton University	Dr. W. B. Scott, Professor of Geology.
1749	Washington and Lee University	Dr. George H. Denny, President.
1754	Columbia University	Dr. J. H. Van Amringe, Dean.
1764	Brown University	Dr. H. C. Bumpus, Graduate.
1766	Rutgers College	Dr. W. H. S. Demarest, President, also Prof. E. L. Stevenson.
1769	Dartmouth College	Dr. Matheson, Graduate.
1783	Dickinson College	Dr. Geo. E. Reed, President.
1785	University of Georgia	Geo. F. Peabody, Esq., Trustee.
1787	The Western University of Pennsylvania	Dr. S. B. McCormick, President.
1789	The University of North Carolina	Dr. F. P. Venable, President.
1789	Georgetown University	James G. Duross, Esq., Pres. Alumni Assn. of New York.
1791	The University of Vermont	Dr. M. M. Buckham, President.
1793	Williams College	Dr. Hamilton W. Mabie, Trustee.
1794	Bowdoin College	Gen. Thos. H. Hubbard, Trustee.
1795	Union College	Dr. Geo. Alexander, President.
1800	Middlebury College	The Rev. John M. Thomas, President Elect.

1802 U. S. Military Academy	Col. Chas. W. Lauder, U. S. A.
1812 Hamilton College	The Rev. George Knox, D.D., Graduate.
1815 Allegheny College	Ida M. Tarbell, Graduate.
1819 Colgate University	Hon. Edw. M. Grout, Trustee.
1819 University of Virginia	Dr. T. Emmett, Graduate.
1821 Amherst College	Dr. John Erskine, Professor.
1821 The George Washington University	Dr. Chas. W. Needham, President.
1822 Hobart College	Dr. Milton W. Turk, Professor.
1824 Kenyon College	Col. John J. McCook, Trustee.
1824 Trinity College (Hartford)	Dr. W. R. Martin, Sometime Professor.
1824 Rensselaer Polytechnic	Dr. P. E. Ricketts, President.
1838 New York University	Dr. Henry MacCracken, President, and Dr. Thomas M. Balliet, Dean of the School of Pedagogy.
1831 Wesleyan University	The Rev. Wm. I. Haven, Trustee.
1832 Lafayette College	Mr. Wm. McMurtry, Graduate.
1833 Oberlin College	Dr. Henry C. King, President.
1833 Haverford College	L. Hollingsworth Wood, Esq., Graduate.
1836 Alfred University	Dr. B. C. Davis, President.
1836 Union Theological Seminary	Dr. Chas. P. Fagnani, Professor, also Dr. Wm. Adams Brown.
1837 Knox College	Robert Mather, Esq. Trustee.
1837 University of Michigan	Prof. Calvin Thomas, Graduate.
1837 Mount Holyoke College	Miss Smith, Professor.
1841 Fordham University	The Rev. Daniel J. Quinn, President.
1844 Ohio Wesleyan University	Edward J. Wheeler, Esq., Graduate.
1845 U. S. Naval Academy	Lieut. Commander E. L. Beach, U. S. Navy.
1846 Bucknell University	Dr. J. H. Harris, President.
1847 College of St. Francis Xavier	The Rev. Thos. J. McClusky, D.D., President.

1847	Lawrence University	Dr. S. Plantz, President.
1848	University of Wisconsin	G. E. Roe, Esq., Graduate.
1850	University of Rochester	Dr. Rush Rhees, President.
1852	Tufts College	Dr. F. W. Hamilton, President.
1854	Polytechnic Institute	Dr. Fred. W. Atkinson, President.
1856	St. Lawrence University	Principal W. B. Gunnison, Graduate.
1857	Washington University	Hanford Crawford, Esq., Trustee.
1860	University of California	Dr. C. A. Kofoid, Professor.
1861	Vassar College	Dr. J. M. Taylor, President.
1861	Massachusetts Institute of Technology	A. A. Noyes, Ph.D., President.
1863	Manhattan College	Brother Pomtanian, Principal.
1863	Packer Institute	Dr. E. T. Goodwin, President.
1865	University of Maine	Dr. G. W. Fellows, President.
1866	Lehigh University	Dr. Henry Drinker, President.
1867	University of Illinois	F. A. Vanderlip, Esq., Graduate.
1867	University of West Verginia	Dr. D. B. Purinton, President.
1868	Muhlenberg College	Dr. Edgar Shimer, Graduate.
1868	Wells College	Mrs. Grover Cleveland, Graduate.
1868	Cornell University	Prof. F. C. Crane, Dean.
1869	Swarthmore College	Dr. Jos. Swain, President.
1870	Normal College	Dr. Geo. S. Davis, President.
1870	Syracuse University	Prof. Jacob R. Street, Dean.
1871	Stevens Institute	Dr. A. C. Humphreys, President.
1874	Purdue University	F. B. Ernst, Professor.
1874	Ursinus College	Dr. A. Edwin Keigwin, President.
1875	Smith College	Dr. L. Clark Seelye, President.
1876	Johns Hopkins University	Prof. E. B. Wilson, Graduate.
1884	Temple College	Dr. Elmer E. Brown, Trustee and Dr. Krusan.
1887	Pratt Institute	Frederick B. Pratt, Esq., President.

1888	Teachers College	Prof. Julius Sachs, Prof. Richard E. Dodge and Secretary Clyde Furst.
1889	Barnard College	Dr. Wm. Brewster, Acting Dean.
1889	Clark University	Dr. Rosanoff, Professor.
1891	Chicago University	Dr. W. H. Allen, Graduate.
1896	Adelphi College	Dr. Chas. H. Levermore, President.
1906	Rice Institute	Dr. Edgar D. Lovett, President.
	University of Toronto	Prof. F. H. Sykes, Graduate.
	College of St. Angela.	Mother Irene.
	New York Post Graduate Medical School	Dr. B. Emmet.
	New York Cornell Medical School	Dr. Wm. M. Polk.
	Columbia Law School	Prof. George W. Kirchwey, Dean.
	New York University Law School	Prof. Clarence Ashley, Dean.
	Carnegie Foundation	Dr. Henry S. Pritchett, President.

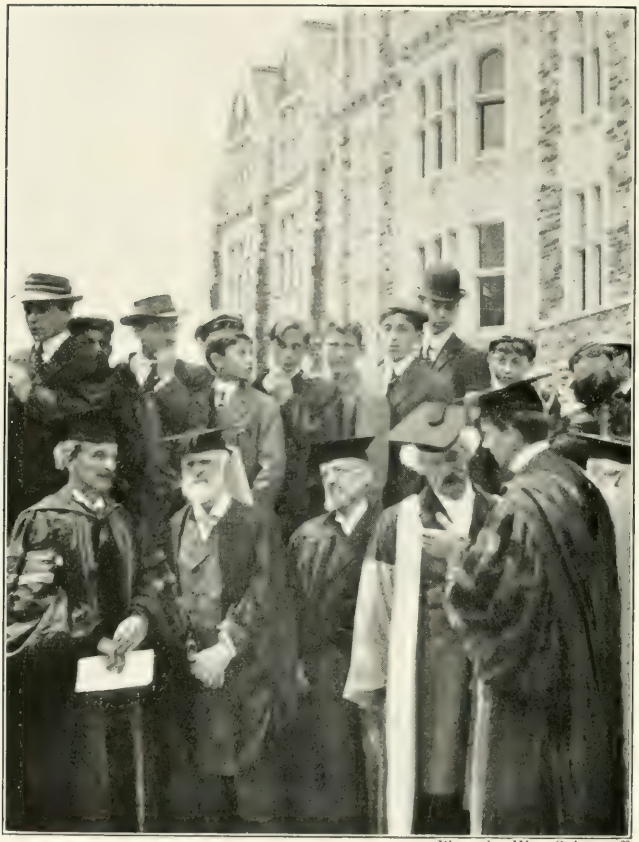


Photo by Wm. Solotaroff

AN INTERMISSION

Afternoon Exercises

In the Great Hall a cantata entitled "Wisdom," the words from the *Proverbs of Solomon* and the music by Professor Samuel A. Baldwin, was rendered under the direction of the composer by a chorus of students and the College Orchestra. Addresses were delivered by Mr. Littwin, President of the Senior Class, and by Mr. Everett P. Wheeler '56, who spoke on "The Cosmopolitan College." The student body thereupon proceeded to the gates, which in succession were dedicated by members of the Senior Class: "The Stuyvesant Gate" by Mr. J. S. Sickels, "The Hamilton" by Mr. David Segal, "The Washington" by Mr. Finkelstein, and "The Hudson" by Mr. S. F. Hartman. There were also athletic contests on Jasper Field.

At the Dedication of the Chemistry Building, Professor Baskerville presided. The portrait of Wolcott Gibbs, Ph.D., the first professor of Chemistry in the College, and that of R. Ogden Doremus, LL.D., the second professor of Chemistry, were then unveiled. The library of the Department is named after Professor Gibbs, and the lecture-room bears the name of Professor Doremus.

The following addresses were delivered:

"A Pioneer of Chemistry," Edgar F. Smith, Ph.D., D.Sc., Vice-provost, University of Pennsylvania.

"Some Changes in Chemistry in Fifty Years," Ira Remsen, '65, Ph.D., LL.D., President Johns Hopkins University.

"The Future in Chemistry," Wilder D. Bancroft, Ph.D., Professor of Physical Chemistry, Cornell University.

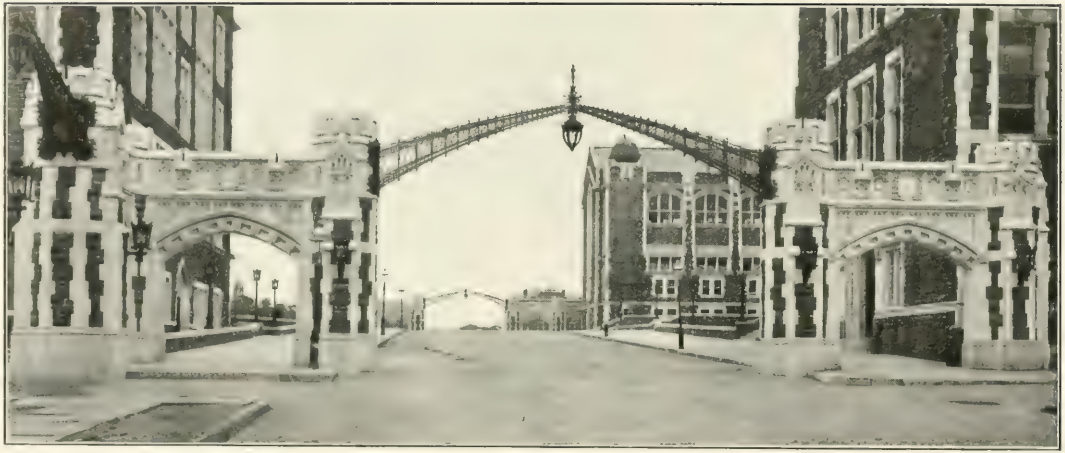
"The College Course and Practical Affairs," W. H. Nichols, D.Sc., LL.D., Chairman Board of Managers, General Chemical Company.

" Chemistry and the Municipality," Hon. Herman A. Metz, Comptroller of the City of New York.

The other professors were in their rooms to receive guests, and the departments of Physics, of Natural History, and of Drawing presented special exhibits.

Evening Exercises

An Alumni Banquet was given at the Waldorf Astoria. On the heights, the Grounds and Buildings were illuminated. In the Gymnasium there was an exhibition in gymnastics. In the Great Hall there was a Concert by the City College Orchestra, assisted by members of the New York Philharmonic Society, and directed by Professor Baldwin. It is estimated that over five thousand persons visited the buildings during the evening.



THE ALEXANDER HAMILTON GATE

Spanning Convent Avenue at the North Entrance to the Quadrangle and standing on the edge of and looking out upon the old Alexander Hamilton "Grange."

Addresses at the Banquet of the Associate Alumni

Thursday Evening, May 14, 1908

THE PETER STUYVESANT GATE

Standing at the Entrance from the North to St. Nicholas Terrace and the East Tower of the Main Building and commemorating the contribution of the Dutch to the City's History.

Address of Welcome by Edward M. Colie, '73

President of the Alumni

Fellow Alumni and guests:

It is a great pleasure to welcome, as guests of the Alumni, the distinguished gentlemen who have taken part in the worthy ceremonies of this day; and in your name I most heartily welcome them all. As for ourselves we are welcome at our own board, and we have taken part in one of the grandest house-warmings that ever an Alma Mater was given as she entered into her new home. I sat with Dr. Abbe, my good friend, at the gathering this morning, and I felt that the emotions that that place and that occasion inspired, and would inspire in you, would be ample to make this dinner, and any speech made at it, a success. But I happened to look at something in that hall, and I said to Dr. Abbe, "I have an idea." And Dr. Abbe replied that I was very fortunate to be able to have a single idea on such an occasion.

The Alumni of the City College have all been dreaming dreams. And dreams are of various kinds. There was a distinguished English Duke, who was famous as a great optimist; no matter how sorry the tale of woe that was told him, he was always able to reply, "It might be worse." And his friends, to try him, put up a trick on him, and this is what they did. One friend met him and said, "Your Grace, I had a dream last night, Oh a dreadful dream!" "What was it?" "Why," he said "I dreamed I was in hell." The Duke said, "Well, it might be worse." Whereupon the party responded, "How, your Grace?" "Why," he said, "It might be true."

Now there is another kind of a dream told of the old Scotch vicar and the beggar Sandy Douglas, who lived in a town where there was but one kirk and one minister; and the minister had failed to give him the alms which he was accustomed to get, whereupon, after some months, the minister and Sandy met. The minister said, "How are you, Sandy?" Said Sandy, "I had a great dream last night." "What was it?" "I dreamed I went to heaven, and St. Peter—I am sure it was he at the gate—and

he says, 'Man, what is your name?' And I says, 'Sandy Douglas, I am from Ayr, where they have but one kirk.' And St. Peter said, 'Man, come right in, I am glad to see you for it is many a year since we had anybody from that place.'"

When one man's dream comes true it is a marvel; when one man's dream that he has dreamed for twenty-five years comes true it is a greater marvel; but when the dream of hundreds of men for over a quarter of a century is realized, nothing short of a celebration such as this is to be expected. And such a dream, the dream of hundreds of the Alumni of this College, has been realized to-day.

We are all dreamers of dreams. I am told that Brother Shepard publicly said that in the years before 1869 he used to look at the clouds as he crossed over to Brooklyn in the ferry boat and saw up in them Blashfield's mural decoration at the College.

That wise man of old, that learned man, old John Selden, spoke the truth when he said that "Dreams do thus much good; they make a man go on with boldness and courage." And the dreams that the Alumni of the College of the City of New York have had, have inspired them, as old John Selden said, with boldness and courage to labor for their accomplishment. It is but just to say in this presence that to the Alumni of the College of the City of New York, to their influence and character, is due the fact that we have this celebration to-night. I do not mean to forget the intelligent and beneficent tendencies and arguments of those in authority; I do not mean to forget the labors of the Board of Trustees. I do not mean to forget the labors of the Faculty; but I do say this, that the initiative and accelerated momentum which have brought this thing about in the way that it has come about,—this worthy home for our Alma Mater, this palatial home,—we owe in truth and in soberness to the Alumni of the College.

The thought I had, that Dr. Abbe said I was so fortunate as to have, when at the College to-day, was inspired by the Blashfield mural decoration. There, in that decoration, are the mediaeval universities of olden time. And it brought to my mind what we are told of those institutions that so strangely and unheralded appeared in the twelfth and thirteenth centuries, Bologna, the oldest of them all, Paris the greatest of them all, then Ox-

ford, Cambridge, Salamanca, the jewel of Spain, and then a host of universities in other countries, each in a great city. And we are told that to those universities we owe the preservation of the idea of a republican form of government, for each of them was a little, a miniature republic. We are told that we owe to them the creation of the sentiment of democracy, because they gathered men out of all the divers peoples of civilized Europe and forced them together, without regard to fortune or birth, and thus created the sentiment of democracy.

We in this country owe them these great things. But to one of them, to Salamanca, we owe a peculiar debt. Salamanca was the home of the science of the Middle Ages. It was to Salamanca that the proposition of Columbus to cross the Atlantic was submitted for its scientific examination; it was examined by the science of that day, and it was approved by the science of that day; and, by reason of that approval, the royal support was given which resulted then in the accomplishment of that voyage and its results. And Salamanca taught the Copernican system of astronomy when Galileo was languishing in prison in his native Italy. Those great universities are pictured in that mural painting. And they are in some sense properly there, when we regard the unique character of the College of the City of New York. Each of those universities, mind you, was named after a city, and it was the pride of the city. Each of those universities was a developing point of democracy. The College of the City of New York, above every other college in this land, necessarily is democratic, for it takes out of the cosmopolitan population of this City men in the most impressionable age of their lives, from all nationalities, and forces them into the closest contact through four years of college life. And when a man has gone through the College of the City of New York, and I state it from knowledge and personal experience, he knows that the worth of a man consists solely in the riches of his heart and mind and is in no sense dependent upon the adventitious circumstances of birth or fortune.

As I looked at the College to-day I had a delightful experience: I was glad the College on St. Nicholas Heights was not built of marble or of any other highly valued stone brought from afar, that it was not a mere superincumbent mass on St. Nicholas Heights, but that the College was built of the almost primordial

rock that constitutes the great mass of Manhattan Island, that it was built of that granitic gneiss, ancient beyond life; and it is, as if that rock had risen to the height of that great tower and there crystallized into that grand specimen of architectural beauty. And so I believe the College of the City of New York is a part of Manhattan Island; and so long as Manhattan Island is inhabited by civilized men, so long will that College stand there, either in its present palatial home, or in a grander one, as larger requirements place greater duties upon it in the time to come.

Now I have only one other word to say. The ivy which the Alumni planted at the old beloved college building is to be transplanted to the new, and that ivy will cling as closely and as gracefully and as lovingly to those new walls as ever it did to the beloved old turreted walls on Twenty-Third Street. And so to-day the Alumni of the College have transplanted their affection from the old College, where the spirit of Alma Mater dwelt, to the new College where her spirit has gone and where to-day it has taken possession. And we shall love her, the new College, cherish her, and transfer to her our traditions so that just as the ivy will know no change, so our affections will know no change, And better than that, I believe, as the College makes greater demands—as she must—upon the loyal love of her Alumni, we shall rise to greater love, and support her in the greater work in the future, the work which she is not only doing for this City, but through this City doing for the land.

Now, gentlemen, I ask you to rise and drink to the health, prosperity and increased usefulness of Alma Mater.

Address by President Finley

Well, if nobody else is prepared to deny that he is "a jolly good fellow" to-night, I am.

I have before me the fate of my pet chameleon. And if you do not know the story of my chameleon, you will hear it for the first time—at any rate you will hear it now for the last time. You remember—of course you do—the showman was explaining how this little animal had come to its end; he said, "I put down the green cloth and it turned green, and I put down the red cloth and it turned red, and I put down the blue cloth and it turned blue—and then some Scotchman came along and put down a piece of Scotch plaid, and the chameleon exploded."

You know what I have been doing to-day. And I am fearful of the fate of the chameleon;—I am afraid to attempt another speech. I had to get up this morning at four o'clock. I found that it was raining. Cleveland Abbe had left Washington and nobody was looking after the weather, and so I had to take charge of it myself. I had to get into communication with the proper authorities above, and see that things were all right, in order that Major Lydecker's spectacle might proceed upon the Plaza. And what time I had left, I had to give to the preparation of the speech that I had myself to make.

And I have been speaking or parading during the rest of the day. I have had no time in which to prepare myself, to speak about the College of the City of New York. And even if I had, I think that what your common experience does not remember and what the evening papers do not tell you, need not be related by me. I think I should not endeavor to say anything here to-night, if it were not to let you know that I am aware that justice has not been done to-day. You know it, I simply want you to know that I know it. I have heard a name mentioned frequently to-day, a name which is sometimes associated with my personality. I have not been able always to recognize the individual who has been mentioned, though he has had my name.

Out in the West, where I was president of a college some years ago, they used frequently to give a "locomotive" with the

name "Finley" attached to it, and I always became self-conscious; and then I usually discovered that the cheer was being given for the red-headed captain of the foot ball team and not for the president of the college. So I discovered to-day that, whenever my name was mentioned, it really was not about myself but about some other semi-mythical person in this case. I simply want to say that much that was said about that man is not true. Now I know something of that man. And, he is not such a bad sort of a fellow, but I do not see that he has done very much for this College. The professors and the instructors and the tutors,—they do the teaching. The trustees, with the assistance of Dr. Sickels, have built the College, and the Curator, Mr. Davis, takes care of it. Mr. Hyde has arranged this great celebration which you have had to-day, Mr. Hyde and Mr. Kohns and Mr. Handy, and Major Lydecker with his staff of marshals has managed the function—(Mr. Colie reminds me of his own part. I had not intended to refer to that in his presence). So you see there is little left for anybody else. We have a committee of the Faculty which collectively is the dean; Professor Werner is the chairman of that committee, Professor Compton is another member of that committee, and they look after the scholarly work of the students. Then we have a committee on discipline; the President does not have to look after the discipline any longer; there is a very competent body to do that. So you can see that really the President in not a very important functionary in the College. I have come to think, that, although I have to spend about fifteen hours a day trying to do the things that are appointed, I cannot really see what I do. I have come to think that my chief function is that of "appreciator," I appreciate what the other men do.

Someone suggests that I am Columbus—the Christopher Columbus of this institution. I lived within two blocks of this College for a year—this is no reflection upon the College but upon me—I lived for a year within two blocks of this College; my office looked down upon it; I did not know that there was such an institution as the City College. Now the College has done this magnificent work in the past. All that this fellow about whom I have heard some things to-day has done is to let people know about it. He has discovered the College to the rest of the world, or helped to discover it. And I consider it the most for-

tunate day in my life that led me to look out towards this continent of yours—ours. I think that Mr. Shepard was the gulf stream that led me on in that way.

Now, gentlemen, you were reminded to-day, if you were present, that this is not the end of the City College, this is just the beginning of the City College. We are sixty years old, but we are going to live—well, three hundred years or a thousand years; we are just at the beginning of things. There are many, many more things to be done; there are other things to be discovered. That great plant up there is not complete. We have not a library, that is, a library adequate and sufficient to our needs —a library room, I mean—we shall have to have another building. And then you noticed perhaps there is a great open space to the south of us. Well, when it was suggested to one of the city officers the other day that the city might improve that, make an athletic field out of it for the College, the officer replied that any man who made that suggestion to the Board of Estimate and Apportionment was likely to be lynched. But it has been intimated to me that if any graduate of the College or anyone else were willing to give say fifty thousand dollars or a hundred thousand dollars for the improvement of that field, of those four blocks, or at any rate two of the blocks, as an athletic field, the City might not be unwilling that it should be put to such uses.

And so there are many other things that I might suggest, but I will not take your time to-night. Let me say just this, that, if we live three hundred or a thousand years, I hope we shall keep the traditions that have been made in the last sixty years, that we shall keep the hard discipline that has made such men as are gathered here to-night. I am not going to say anything more. I reserve the rest of my time; I may want to speak later. I am willing to give five minutes of my time in the course of the evening to Mr. Clemens, and I think I will give five minutes to Mr. Cable, and then I will reserve the rest for myself if I desire to speak later.

Outward Form and Inward Spirit

Rev. Dr. Rush Rhees
President of Rochester University

Mr. President, and President Finley and Gentlemen of the Alumni:

I am greatly embarrassed by the attitude that has been taken by President Finley. For, if the impression were to go abroad that he has rightly described the functions of a college president, the sound hard sense of the American people would very shortly put us out of a job. In fact he reminds me very much of the Irish girl who went to confession, and, in the rehearsal of the various deeds that she had upon her conscience, she acknowledged to the good father: "Father, Patrick kissed me on Thursday." And the father said; "Biddy, did he kiss you but once?" And she says," "Ah, but I'm confessing and not boasting."

I fancy that if President Finley would open his soul and really declare to you the things that he knows, our profession would not be in such a dangerous state as now appears. There are some things which I, too, standing here, am inclined to confess. And if the boastful spirit is not altogether concealed, you may attribute it to the fact that I have not the entire ghostly accompaniment that Bridget found on that evening.

The movement which led to the establishment of the City College, if my reading of history is correct, was one in which a certain Irishman, Robert Kelly by name, had a very large part. This Robert Kelly came, with his brother, from the north of Ireland and settled in your good city in the early half of the last century; a graduate of Dublin, a man of profound scholarship, of very practical sense, of a clear appreciation of what education might do for the common people, of a marvelous appreciation of what changes might come upon education to enable it to do more for the common people. And Dr. Barnard, in his old "Journal of Education," in an obituary notice of this same Mr. Kelly, attributed to him no small share of the responsibility for the College whose magnificent new home you have to-day

dedicated. I think it would be well for you to remember, in your enthusiasm and gratitude, the same of Robert Kelly. And I think it would be well, for the particular reason that Robert Kelly was the first President of the University of Rochester. I beg your pardon—I have made a slight slip in history, I mean he was one of the first presidents of the Board of Trustees of the University of Rochester, an entirely different office, altogether supernumerary in most ways, as you know. But this is true, that he had more to do with the plans that led to the establishment of the institution that I have the honor to represent, and whose greetings with utmost cordiality I bring to you, than any other man. And if I had not five minutes, but a good hour or two, to talk to you (in parentheses you may imagine how greatly delighted I should be), I might indicate to you some of the marks of the marvelous foresight of that man. But it would be superfluous. For those of you who have in mind anything of what has been done in the last sixty years in the College on Twenty-third Street and those who have the conviction that the magnificent buildings erected on St. Nicholas Heigths are an expression of the love of this great College, you assuredly have something in your minds of the unfolding of that which was in the thought and the vision of that old Irishman. I may simply say that, among the earliest in our country, he was an advocate of education for a culture that would make much of the modern learning, and not simply of that of ancient times. He was one of the first who had clear visions of the inevitable necessity of giving instruction in applied science. And, to draw from the only document that I have intimately in mind, I would say that in the report of the committee, outlining the plans for the new institution in the wilds of the western part of the State, there was advocated the application of mathematics to engineering, and the same principles in relation to chemistry, botany, drawing, etc. This was for a college of liberal arts founded in 1850, two years after your own beginning, and the same impulses that shaped your life gave an impulse to that which has been developed in the City on the Genesee, from which I bring you greeting.

Such memory is a fitting introduction to the very simple and concise word that I would bring in fulfillment of the prophecy that I see on your toast list. And where would speakers be in this world of ours, if they never could say anything that was

not obvious? There are two obvious things that I should like to remind you of, inasmuch as I cannot tell them to you. And the first is that, magnificent as are the buildings in which your descendants are to pursue the learning which has made you great, magnificent as is the site from which they look, and the fair vision of beauty which they instill unconsciously into the minds of the students who gather there, that is not the glory nor is that the strength of the City College. Names have been named to you here which it would be almost impertinent for me to repeat, my knowledge of them is so slight. But, as an echo, I may send them back to you, remind you of President Webb, and Professor Doremus, and Professor Compton, and Professor Werner, the men whose memory you have made dear to-night, and happily a memory that has not waited to find expression until all of them have passed from your sight.

Mention has been made of Salamanca and Bologna and Paris and Oxford. Mention might be made of many another institution whose housing does not compare in the slightest degree with that which has been prepared for you on the Heights to the north, but whose work is the glory of the world, because there have been men there. And there have been men here, and there are men here. And the word that I would remind you of is, that, fair as is the form, the lives of the men who give the teaching makes the College of the City of New York.

And if the time should come when the young men who graduate from those classrooms, and who rejoice in the marvelous wealth of facility which the lavish expenditure of the City has made for them, should dream or suspect that laboratories or libraries or recitation rooms or magnificent assembly halls make a college, I am afraid your Alumni Association would be apt to go out of business. The other thing I believe you recognize distinctly, as of the inner spirit which gives significance to the magnificent form which you have provided there, is that which has expression here to-night, one form of expression; another form of expression, I am told, is that which now stands magnificent upon the terrace yonder, it is the strength of the affection and the loyalty and enthusiasm of the Alumni body. There is nothing truer in this democratic country of ours than the statement that a college is what its alumni show it to be. I could ask nothing better, as a basis for prophecy of the College of the City of New

York, than that which is exhibited here to-night, coupled with the perfectly practical and material crystallization of such a spirit that has been exhibited on the Heights to the north, where your work has had its fruitage in the lavish liberality of the City in which you are citizens, and in citizenship in which you glorify the City and make it strong.

Now, if the time should ever come, when the youth who gather there should forget that in such classrooms, under such teachers, you men have had the beginning of the strong course which you have been following from that time on,—if the youth should ever feel that the future alone had glory for them, and should divorce themselves from you and forget your heritage of strength, feel no thrill from your expression of loyalty, have no response to the strong and noble traditions of your organization, no democratic feeling of fine, manly purpose, which has had instillment in you in that older College, then your Alumni Association in another sense would be about ready to go out of business. For, only as the form, however glorious, is the encasement which the life builds for itself, can we admire it, have our hearts thrill before its nobility and its beauty. You are building your souls more stately mansions, and your souls will grow, if you remember that the inner spirit gives the mansion beauty.

Beyond the Mountains

Dr. Henry C. King

President of Oberlin College

Mr. Chairman, and President Finley, and Gentlemen of the Alumni:

When President Finley, with that economy which the telegram instinctively brings to us all, asked me if I would not speak briefly on this occasion, I knew that he hoped he was not going to have to feel, or to express, what was expressed by the old German who was used to curtain lectures One night he went to sleep in the midst of the lecture, and waking up, a little later, he found his wife still talking, and he said, "Was you talking again or was you talking yet?"

By some trick of psychological association, I cannot be certain why that reminded me of what Mrs. King claims to be my favorite story; she says it is because of the very mild profanity in it; I say it is because of the psychological inquiry which it shows. You can take your choice. The story is of the Dutchman who was thrashing his boy; and, after a while, he stopped and said, "Now what you tinks? I know what you tinks, you tinks 'Damn'. Now I lick you for dat."

I suppose it was because I was afraid that, after so much speaking to-day, you would be likely to have that feeling, and at any rate, whoever spoke, or however short or long, this story suggested itself to me. And yet it is not wholly inappropriate that I should respond to this toast, "Beyond the Mountains," of which I was told after I got here. The topic seems to call for an exposition of ultra-montane doctrine, and yet I am not supposed to be exactly a representative of that stripe; but that would be, I suppose, better than ultramarine talk of any kind on so gala an occasion as this.

I certainly can bring you a very hearty word of congratulation, and it is for your President, who learned to be a college president in a western college. It is right, too, that that word should be spoken of Oberlin, because I have been in a reflected glory

to-night and to-day, remembering that your Chairman of the Board of Trustees was an old Oberlin boy.

But I congratulate you particularly upon the fact that the College of the City of New York is a college, and is standing for the college idea. I sometimes give our college seniors opportunities to ask me questions; and, some time ago, one long, lank specimen handed in his question—I suppose he had heard me use the phrase a good many times—"What is really worth while?" "Well," I said, "that is easy. To be what you ought, to count as you can, to enjoy what you may—character, influence, happiness—that is really worth while." And it sometimes seems to me that there is nothing after all in a narrow compass that you cannot pack into a narrower compass, to make a man be what he ought, to count as he can, to enjoy what he may, to open up to him the great spheres of value and help him enter into them with appreciation and conviction. The college stands for that. And the College of the City of New York stands, I understand, for that. Surely, it is true, that no great democracy has any greater service to do than to make certain that it is training leaders. It has been said again and again, and truly said, I am sure, that a democracy needs nothing so much as trained and unselfish leadership. And any democracy does well that is making it certain, through the establishment of the higher institutions of learning, that it is training an unselfish leadership. And I dare to believe that you cannot fail to do that under the leadership of the man who thinks he is only appreciator; for my sincerest word of congratulation to you, Alumni of the College of the City of New York, is that this College of the City of New York chances to have at its head a man who now and then—a rare bird among college presidents, I am afraid—is able to relapse into poetry of real merit.

I do not know quite what reminded me of it, but when this theme was first suggested to me, there came back to me a poem that Miss Thomas wrote some years ago, upon the dollar-sign. She compared it to the Pillars of Hercules and the serpent about them. And I have been trying to recall this poem, which I read years ago—I am not sure that Miss Thomas would own it as I state it:

When Heracles,—the twelve great labors done,—
To Calpe came, and there his journey stayed,
He raised two pillars toward the evening sun,
And carved them by a goddess' subtle aid.
Upon their shafts were sacred legends traced,
And round the twain a serpent-cincture placed:
'Twas at this bound the primal world stood still,
And of Alantis dreamed, with baffled will.

When the young West arose from ocean hoar,
The rich, the many-delved, the many-sown;
She caught the symbol from the Old World shore,
And, past gainsaying, made it all her own.
In mint and mart, on every lading quay,
The pillars and the wreathing serpent see!
But ye, her prospered sons, do not forget,
Atlantis lies beyond the pillars yet.

The Ladies

Dr. James M. Taylor

President of Vassar College

Mr. Chairman, and President Finley, and Gentlemen of the Alumni

Whatever claims I have ever made regarding the affections of one woman, or of twenty-five hundred women, I have never assumed to speak, as I find myself on this programme, for " The Ladies ". It takes a man who knows how to relapse into good poetry, now and then, to do that sort of thing. If I had the tongue of my dear friend and brother, Hamilton Mabie, and in his mellifluous phrase, and his most happily chosen words could tell you all I know, I could respond fittingly to such a toast as this. But for over twenty years I have been trying to teach young women, and that is not the sort of preparation that a man needs to talk on " The Ladies " before a body of this sort. There are lines on which I can speak, I think, with some fair authority. But I am here to-night expressly to bring to you, on behalf of the women's colleges, the greetings which they so fully send to you on this occasion of your prosperity and progress.

I came to know of this college, then I think still called the Free Academy, though I may be mistaken in that, in the early part of my own college career, when I came to know men like Everett P. Wheeler, and Shepard and Bogart and Chapman and a number of men who were scattered along from 1867 to 1870. Do you appreciate that, in those days, when this college was prosperous, was turning out strong men, this work which I humbly represent to-night was in its very beginning? It was in 1867 that Vassar College, the first fully endowed college for women in America,—though there were efforts enough, and strong efforts, too, at that, and notably at Oberlin—do you appreciate, that it was in 1867, that Vassar's first class was graduated, and they numbered only four? And, next month, you will have to add two hundred and twenty to that number to sum up the graduating class of that single college. And it is only one of a large number of women's

colleges, to say nothing of the general opening of the colleges of America to women since that day.

Do you know that there are some forty thousand women studying in the colleges of America to-day, nearly one-third of the entire college constituency of the country? Now this is a revelation in educational annals. It is one of the great startling facts of the last half century, and it means something to this country and to the world. I am not here to speak of what it means. I am rather inclined to remind you that, forty years ago, men were challenging the entire movement. I read, only within a few months, a statement of William Chambers, the great Scotch philanthropist and author, who was consulted by Mr. Vassar as to the best way in which he should expend his fortune, and who was told that Mr. Vassar considered expending it on a college for young women. Mr. Chambers said to him, in response: "Why, here in Scotland the idea of a hundred young women gathered in a day-school causes apprehension, and the thought of fifty of them gathered in a single boarding-school is enough to startle us; but among your free republican young women, unaccustomed to restraint, and with their tendencies to extravagance, the thought of such an institution as you are thinking of fills us with alarm; and we beg of you, for the sake of your own reputation, as well as for the good of your country, to turn your beneficence into some other channel, into the training of the deaf and dumb, or the blind or the weak-minded."

That was only a little over forty years ago. And the literature of that time is full of apprehension. In the first place, women were not supposed to have brains enough to meet the demands of the higher education. And they have been doing a little something in the last forty years to disprove that. The great apprehension, which has always filled the souls of men, who have known much of this education, was in those days, that it would take from woman all her social charm. And in addition to that note of apprehension, which still occasionally fills the air, there was the fear that this education would deprive her of all her domestic tendencies. I wonder that any man, who knows anything of human nature, can talk in that way. I wonder that men will not reflect, as Sydney Smith, you remember, did, when he wrote an article, a century ago, on this very subject, that no woman would abandon an infant for a

quadratic equation. I wonder that we college men, who never catch one another going about and talking Latin or Greek or any of those other evidences of culture with which our minds are filled and which bubble over on our tongues, I wonder, that we, who are not in the habit of thrusting such conversation on ordinary society, have not fully apprehended that women, as a rule, are not apt to lose their social sense because they know a little more. At least, as I have said for a good many years, if people prefer the kind that are not educated, the supply is unlimited.

And sometimes women have a little something to say back concerning strictures that are uttered by men in regard to them. I met, a little while ago, a very charming married woman. She had been married some twelve years, and apparently was still happily married. She said within my hearing, "You know I do wonder, I never could quite understand how the Lord could make anything so utterly foolish as a man." They can talk back, brethren,—they can talk back, whether they are educated or not.

But this process of education has gone on. With what purpose? I read a statement of the most distinguished educator in America, uttered in Boston a few weeks ago, that the aim of those men in that early day of women's education was to train women to fill the places of men. Now that is absolutely unhistorical; it is absolutely untrue of the men who built up the first women's colleges. They were not striving to train women to fill the places of men; they were asking the questions that men are still asking: "What kind of education can we give a woman that is best fitted for her mental endowments and for her social responsibilities?" The literature of the early days of Vassar is full of the efforts to find answers to such qeustions, questions that some of you are still asking, and not answering. They were asking: "Is there some special line of education better fitted for a woman's mind? And men are asking it yet; and nobody has answered it. At least, I have discovered no constructive answer given yet, excepting one by President Hall—and I do not know of anything in recent literature that seems to me such a distinct travesty on education as that chapter on adolescence. It is not true that women are made abnormal by education. It is true that the very ideals of a college education, set

before you here to-night, apply to women, as they apply to men, the education for bread, for larger vision, for deeper consecration of all their powers to the nobler uses. And what women's colleges can say to-day, after forty years of experience, is this: that they have been sending out steadily into society, into its philanthropies, its reform movements, its efforts for the good of the race, as well as through and through its social and domestic fabric,—they have been sending out women better equipped than the women of yore to meet the larger responsibilities of this later day.

It is on their behalf that I bring this word of greeting to you. They are gaining from the college just what we have gained from college; just the sort of inspiration, just the sort of insight, just the sort of outlook, just the sort of breadth of sympathy. And after over twenty years of close relations to this work, I say that I have never seen any women anywhere more normal, more devoted to all the normal ends of woman's life, than the college women I know.

Address by Samuel S. Clemens, Litt.D.

(Mark Twain)

A great many things struck me up on St. Nicholas hill today, and most pleasantly, perhaps instructively, but I think what struck me most was the note, in two or three of those speeches, about citizenship—which is a passion of mine. The Mayor said,—and I think I don't misquote him when I say that he placed good citizenship above all other scholarship—he said that, first of all, an institution of learning should promote good citizenship. That stirred me. And then I thought, how strange it is, there was not a man in the hearing of the Mayor's voice that did not feel, in his heart, that what the Mayor was talking was wisdom, that good citizenship should take precedence of all other learning, and should be taught. But, is there a college in the whole country where there is a chair of good citizenship, is there a college in America where good citizenship, the most important of all learning, is really taught? You may correct me if I am wrong, but I do not know of any place in America, I do not know of any public school or any academy where any sane citizenship is taught. There is a bastard kind of patriotism talked and taught in the schools, but to my mind there is no evidence that it is worth anything.

Patriotism is well enough in its way, but patriotism has always been, as Dr. Samuel Johnson characterized it, the refuge of a scoundrel. For the patriot usually is the man that talks the loudest, and, by the time he has got done talking, he has the rest of the people with him; and in that way perhaps you get patriotism out of it. But I do believe patriotism ought to be taught in schools, I do believe it ought to be taught in colleges; and, gentlemen, now you are in a position to introduce such a course, and if you can introduce it in the College of the City of New York, and if its results prove satisfactory, you know what will happen,—it will spread.

And citizenship ought surely to be taught. Place it first, place it above mathematics, the classic language and literature, and everything else. I think that is where it belongs.

Some years ago, on our coins, we used to trust in God; and,—I think the date is 1863,—some member of Congress proposed that upon the gold and silver coins, that have currency among the rich, we should keep ourselves reminded that we trust in God, but the motto was not put on the coppers and the nickels.

In the commoner concerns of life, the unimportant concerns of life,—if you rule out the gamblers and the burglars and the plumbers,—perhaps it is true that we do trust in God. Those people don't. They take care of themselves. And, if you carry that further, you will find that there is an over-statement there. If this country is threatened with the black plague, or with cholera, or with some other disastrous disease approaching these shores, you may very properly say that the bulk of the nation will pray to be protected from that calamity, but you know very well that the rest of the nation are going to put their trust in the Health Board of the City of New York.

You see that disposition all around. In the paper this very evening I read an account of some poor friendless foreign girl who was found to be afflicted with leprosy. Did those people in that great big populous district put their trust in God against that disease—a disease that is not communicable from one person to another—did they put their trust there? No! they showed that they had no such trust; they hurried that poor creature from place to place, and left her shelterless. They acted as they would have acted in the Middle Ages, when they denied a leper admittance everywhere and drove him away—made him carry a bell to announce to everybody that there was a leper around, so that they could escape. But those people thought they trusted in God, just as much as these people here think so to-day. You have these instances all around. And when a member of the prayer-cure association depends upon prayer only and on trust in God only and treats

her own child, to its destruction and death, even the very physicians don't trust in God, and they say they won't have that line of treatment; they must have a physician. It is a wise thing, it seems to me, to compel that person to call a physician and not put all their trust on High.

I think, if I remember rightly, the President required or ordered the removal of that motto from our gold and silver coins, and I thought that that was well. I did not see that that over-statement ought to remain there; it is not true.

If you take the forty-two children that were devoured by a couple of bears for saying an offensive thing to a prophet,—why in that case there is that same defect. If those forty-two children placed their trust there, they were disappointed. They must have been disappointed in the prophet too, that he did not intercede for them. I have always been sorry for those forty-two children. And I have always been sorry for those two bears, too. Now the bears in the Holy Land (I think that is where it happened—I have been there, I have chased bears there myself, until they concluded to take a hand in that game, and then I went the other way—it was a mere matter of judgment)—there never was a bear there that weighed more than three hundred pounds, and if you take the average bad boy that says offensive things to prophets, he weighs about seventy pounds, and if you divide forty-two times seventy pounds between two bears it amounts to about three thousand pounds of children. There was no bear there that could eat fifteen hundred pounds of juvenility and not regret it. I feel sorry for those bears. I know exactly how a bear would feel who weighed three hundred pounds and had fifteen hundred pounds of food in him. I have been sorry, not merely for the prophet and the children, but I have been sorry for the mothers of those forty-two children too. That is just the case that always happens. Whenever you start out to punish somebody for an offense, you are sure to punish the wrong person; you visit that crime upon somebody who had nothing to do with it. Those children suffered indeed, but in the end those mothers of the forty-two children

got the punishment; it was not the children who got it for offending that prophet. And I do not see where there was any such great offense about it anyhow.

I have great respect for bald-headed prophets. I expect to be one myself sometime. Now I do not know Mr. Bryan, but he has got that kind of a head. I know of him: I believe he has a kindly disposition; and if he had forty-two children I should say to him, "Go up thou bald-head, go up." You would not have anyone slaughtered for that. It would be jumping to conclusions on insufficient evidence. That is what Congress did. Congress had no business to do anything of the kind. They put on that motto in good faith. But it is not veracious; it should be modified, it should be diluted, it should be brought into consonance with the facts. I hope they will leave it there, but modify it; I hope they will say, "Within certain judicious limitations"—and if there is not room for all that on the coin, let them enlarge the coin.

Well, now, I hope you will take what I have said and use it for the advantage of the College and for the advantage of yourselves.

The tendency of Congress is to over-state things and to jump at conclusions. I used to tell an anecdote, years ago, in that connection, and there is another one that I call to mind, which was current two or three years ago, where a man who had been out too late, just as I am to-night—he had been out too late, and he had been too comfortable—he arrived at home, and you could see by the result that that man jumped to a conclusion as to his condition. This was not borne out by the facts. He arrived at two in the morning, and he found his house waving and waving and waving. He tried to get to the front steps, but they would pass him by. At last, when that house came waving by, he made his plunge and scrambled up those steps. But the house went on waving and waving, and he could not get hold of that door-knob, until at last, as it came around once more, he made a charge and got the door open and got in and scrambled up-stairs. But at the top of the stairs,—a thing that happens to everybody in that condi-

tion,—instead of putting his foot on the top step, he put it short and stumbled and fell and rolled all the way down the stairs, and fetched up on the bottom step with his arm around the newel-post; and he said, "God pity the poor sailors out on a night like this."

And another anecdote that I used to like to tell is again an instance of jumping to conclusions on insufficient evidence. A man wanted his child christened. This story was told me by Bram Stoker; and he said it was a little Scotch-Irish clergyman, and the christening was to take place in the house of the child. When the clergyman arrived there, he found the place all full of such imposing-looking relatives of that bereaved house,—I mean where that christening was going to take place,—and when he found those people all gathered there, then his instinct came upon him to make a great speech, and he could not resist it. He was given to large flights of oratory, and that is a dangerous thing, because sometimes when a man gets away up there in the clouds, his wings of wax melt and down he comes. But he could not resist the temptation to make an oratorical effort, and he took the child from the father's hands, who sat by him,—it was not much of a child, a little bit of a child, like a sweet potato. He held it in his hands and waited, making that long and impressive pause which prepares an audience properly for something fine he is going to say; and then finally he said: "My friends, I see in your countenances disparagement of him, I see in your countenances disparagement of him—and why? Because he is little. Because he is little you disparage him—because he is little. Oh, my friends, if you had the gift of oratory, which is the gift of prophecy, you might look far away into the future, and then what might you see? Why, you would comprehend that all the great things proceed from the little things, that nothing is great, nothing is magnificent that is not built together of the little things that constitute it. Look at the mighty ocean that supports all the navies of the world; what is it made up of, but little drops of water, each of them no bigger than the tear that a mother sheds over her dead child?

And what are the constellations, but mighty aggregations of star dust, each particle so small. Oh, if you would consider his future, then you would be able to see what might come of this little creature that you disparage so. He may become the greatest poet that ever lived; he may sing the songs of his country in the language that will last to the end of time; he may become the greatest warrior that the world has ever seen, he may be greater than Caesar and Hannibal and Napoleon, all packed into one; he—he—he—what is his name?" And the father said, "His name is it? Well, his name is Mary Ann."

The Custody of the Standards

Dr. Hamilton Wright Mabie

I shall be very considerate of you, Gentlemen, and especially of the good man who began at four o'clock this morning. This has been a day of dramatic changes. Mark Twain has appeared here representing himself as being clothed in an invisible garment of humility and modesty, and then he has applied the principles of higher criticism with most surprising results, and he has made an extraordinary tirade against that exaggeration which was the glory of his early writings and the foundation of his reputation.

And then Oberlin has sworn for the first time in its history. And President Finley has minimized the office of president, which he defined a few years ago as having for its special function the relief of rich men of exorbitant and swollen fortunes. That function, Gentlemen, has been shared by other persons during the last two years.

I should like to say only two things, and very briefly. This morning as I took part in that magnificent festivity, which was a final answer to our friends in the provinces of the country who say that New York has no interest but a commercial one. I wished they could all have been in that magnificent academic hall, and that they could have heard man after man ring the old notes of idealism and loyalty and devotion to public duty.

But, as I sat there, I thought of the endowment of the College. Every college has a table in one form or another of its resources. I thought of the endowment of the College of the City of New York. I thought of this great metropolis whose pride and wealth and hope and ambition are now behind it. And I ask you if any other institution has a greater capitalization than wealth and the pride and the ambition of a great city. And I thought of its fine history, fine, not only in the sense of what it has produced, but in the sense of its growth to steadily increasing maturity. And I thought of its magnificent housing, so central, so complete, so impressive, so individual in its architecture. And I thought, and I took the opportunity of saying that I thought, of the five

million dollars of value, to put it at a low figure, which it has in its present form. Now, Gentlemen, a college is a fortunate institution which has a man at its head who carries to it such devotion as Doctor Finley has taken to the College of the City of New York.

It was said of a great teacher at Oxford two centuries ago that he had interested no royal patrons, that he had brought nothing to the coffers of the college, but that he had enriched it for all time by the nobility of his character, by his zeal for knowledge, by the wonderful activity that had gone forth from him. There is no endowment like a man, and there is no wealth of a college like a body of living, devoted, inspiring teachers.

And then I thought of what the College has to do. That flag-raising to-day was as inspiring a scene as has ever been witnessed on Manhattan Island; and it seemed to me that it was the raising to the masthead of the emblem of the country in the citadel of New York; for, believe me, a citadel is not to-day a place of bastioned walls and moats and deep-throated cannon. And that flag is safer in that invisible citadel on those heights where the College is than if it were surrounded by Gibraltars of masonry and by cannonry. And there are other invisible standards of which that College has the custody. There it stands on the heights. That is the place of vision. And it looks down on the great City of New York, which is one vast workshop and one colossal laboratory. In that workshop and laboratory, in the dust and heat and toil and weariness, nothing is so much needed as the defintion of aims and the description of designs and the preservation of standards. Here a thousand experiments are being wrought out in tumult and the sweat of the brow. There is the vision of what this work is trying to achieve. Here are the toilers, there are the men who see and who set their visions before them.

It is the function of The College to preserve the standards of the City of New York, invisible as well as visible, to send into the city thinkers whose work is to tell us what work is for and what work is, to sound again the bugle notes as Tyrtaeus sounded them in Sparta so many years ago, as Henry Ward Beecher sounded them when he made that magnificent invocation to England a generation ago, when, as Charles E. Norton said, his voice was worth an army corps.

We want those men from you. Efficiency we have. Skill of the hand we have. Immense energy we have. All those things come to us. You will train the hand, Gentlemen, and you will train the brain; but above all remember that the function of that College on the hill is to keep the soul of New York alive and to keep the soul of New York supreme.

Address by Mr. George W. Cable

Mr. Chairman, Mr. President and Gentlemen:

I am grateful to be called on. I should go away with an unbearable burden of indebtedness to you, after this day's experience, if I could not at least have a moment in which to lift up my voice to give my thanks—my thanks for the inspirations of this glorious day. And yet, why I am called on I must ask myself carefully, for I do not stand for a college. You may be well assured it is no choice of mine. That I do not say with any boast.

I am an alumnus of the Fourth Mississippi Cavalry, Confederate Army. That was a great school. You cannot see it now, but you may see some of its effects. Some were bad and some were good, but there is an inspiration yet to the men who went to that college, who underwent its disciplines, or who knew those who did undergo its disciplines, who showed the world for all time what American courage is, whichever color you trace it in.

I snatch the moment that you give me to say to you how impossible it is that this day should ever pass away from my memory while I live. I have seen the superbest evidence of a commercial city's sentiment for culture that this continent, I think, has ever seen. It is a liberal education all by itself, and got in a day, to see that beautiful group of buildings which constitute the future home of this College, its exquisitely correct architecture, to which in the spirit of the time as well as in the spirit of good art, you have so perfectly given the Gothic character, eliminating and avoiding entirely the ecclesiastical, and asserting splendidly the academic type.

I go to my home and back to the storyteller's desk, and I am asking myself whether I have been allowed this moment to speak to you, because I write fiction. I hope it may be so, that so I may be allowed to say a word for it that I have not heard

all day long. For the sciences, for all the arts, there have been good words said. But, Gentlemen, the critics are right, fiction is no mere play, fiction is the study of life by the standard of its ideals. And I plead for it to-night because you have called me to my feet, possibly as a fictionist; I plead for its right reading and the reading of the right fiction. I plead for it as a means of cultivating the soul of the citizen and the atmosphere of the home; I plead for it—what you have a splendid right to plead for in your College—that it shall be the school of courage, of fidelity, of purity, of sweetness and of strength.

Study what you will, you cannot give an institution of higher learning any better name than the Germans have found in the word *gymnasium.*

Your College, to the mind of an outsider, to the eye of an outsider—unless I am wrong, who never went to a college except to give it advice—your College stands for the cultivation, the broadening and the originating of right feelings fitted to right experiences and put into right expression. It stands for the development of the mind, of the heart, of the tastes, of the affections; so that, when you have left the College, you are men more than you could have been without the College. And I believe in my heart that I look upon such a company, when I face the alumni of this institution; men who have—by reason of what they have gathered there—prepared themselves to set the pace of the American people.

It may be true that some thought has been had of me as having unwittingly established in a little country city in Massachusetts a benevolence which has been dropped as a little seed in the ground and has grown of its own vital force and of its own impulses, one that stands for the culture of the man and girl who have no chance to go to college and who are not going to have any such chance. I look forward, as I see the splendid growth of New York City's sentiment for education,—realizing how she stands at the head of the metropolitan life of all this vast nation,—I look forward with hope to a day when every city, great and small, in this land

shall have, under its own municipal charge and care, a people's institute for the culture of the home and the citizen, and of civic enterprise and fellowship. May that be one of the aims of those who love as their Alma Mater this great College, whose invitation it is an honor to respond to, whether it be to speak or only to halt and admire. Good night.

Should Auld Acquaintance be Forgot?

Rev. Dr. Joseph Anderson, '54

Mr. President, President Finley, Members of the Alumni:

Some years ago, I had occasion to make an address at the funeral of a parishioner whose life had not been quite what it ought to have been. It was a case in which considerable discretion had to be exercised. The next day I met the son of the gentlemen whom I had helped to bury. He thanked me for my services, and said he: "Mr. Cleveland of Hartford"—referring to a prominent politician—"was present, and Mr. Cleveland remarked that Dr. Anderson was as happy in what he omitted as in what he said."

I am inclined to deal largely in omissions at this time of night, —I might almost say at this hour of the morning,—and of course my omissions would be happy because they would consist of what the gentlemen before me have said, and of things that have been so well said, said so impressively, so much to the point, and so beautifully. But even if it were early in the evening I should hardly feel like talking to-night. I am not in the talking mood.

Most of you, most of those who have spoken to-day, have been looking forward into the future. Some of us have been looking back upon the past. And the past will always receive honor and glory from its being far, an orb unto the perfect star that saw not when we walked therein. I have been thinking of that old college building, familiar to most of you, not very familiar to me, because I have seen it only a few times during the past fifty years; but sweet associations have been coming up to my mind, and my heart has melted towards that old cradle of the College of the City of New York. The line following or preceding my name on the programme, "Should Auld Acquaintance be Forgot?", is one of the familiar lines of my countrymen:

> "Should auld acquaintance be forgot,
> And never brought to mind?
> Should auld acquaintance be forgot,
> And days of Auld Lang Syne?"

The heart answers *no;* they should not be forgotten. And it seemed to me, as I looked out upon this gathering of men, from my position here this evening, that if there is any class of persons anywhere in the world that ought not to forget old acquaintances, that ought to make the most of old acquaintances, that ought to cherish them in memory, whether they be living or dead, it is the associate alumni of a college. There is every reason why the alumni of a college should remember the past, should remember their old friends. They should for their own sake, they should for the sake of their brethren, they should for the sake of the guests, they should for the sake of the College which they represent; for among the many true things that have been said to-day, nothing is more true than the statement, made more than once, that the character not only, but the reputation and the future of a college depend inevitably, depend largely, upon its alumni.

The college of to-day is a reality, it is a definite concrete thing, it consists of so many students and so many teachers; but we are not to fix our attention only upon that group of persons, we are to think of the hundreds and the thousands who have scattered abroad, not alone on the streets of your city, but to the borders of the nation, who cherish or who ought to cherish in their hearts remembrances of the old institution, who ought to speak of it in their words, and should in all their life remember it, producing an impression in regard to its ideals, in regard to its students, and in regard to the work it is doing in the world. And so the question arises before us, and ought to arise: What is the significance of to-day, this wonderful day, to us who are here to-night, the Alumni of the College of the City of New York?

A good many years ago, when I was a student in the old building, I forget in what year, we were honored with a visit of a gentleman from England who was shown around from room to room by the President and a group of persons who were allowed to accompany him. I was among the number. Before he left, standing in the midst of us, he referred to the University which he represented, and then said, "We have heard—we have heard before of the New York Free Academy." And our dear old Dr. Webster, the President, with his impregnable self-satisfaction, replied, "And we have heard of Oxford—we have heard of Oxford." To him every institution was second to the old Free

Academy. That was the spirit that he cherished and that he manifested.

And to-night, Gentlemen, it seems to me that that might be the spirit for us to cherish, that no institution in all this broad land, without reference to that mass of buildings yonder, so beautiful and so significant, that no institution in all this broad land ought to be second in our minds and in our hearts to the College of the City of New York.

I have read recently a paragraph that has been passing through the papers, which originated, I think, in the Yale Alumni Weekly, in reference to the motives which lead young men to the colleges. The statistics had reference to the last class that has entered Yale, a class of three hundred and fifty in the Academic Department; and it was found by careful canvass that, of that number, one hundred and sixty-seven had been led to Yale by the fact that they had friends and relatives who had been there. Of the remainder it was found that only ten, according to their own statement, had been led by the reputation of Yale in the line of athletics,—only ten,—and all the rest had been led thither by what they characterized under one phrase or another as the Yale spirit.

And you will understand that, living so near New Haven as I do, and being related as I am to Yale, I hear a good deal on Commencement occasions and at other times in regard to the Yale spirit. And sometimes I have said to myself, "What does that mean? To what extent can we analyze it?" We cannot analyze it at all; we cannot tell just what it means; but we know that it is a reality, we know that the Yale spirit means something, that it is significant to thousands and thousands of men in these United States to-day. And if we ask, How has the Yale spirit been cultivated? that also is a question not easy to answer. But it is cultivated somehow, and the process is going on from year to year and from generation to generation.

Now how shall we develop and cherish a similar spirit in connection with this, our own dear College? There are certain disadvantages. We have no such campus as Yale and Harvard have, we have no such dormitories, there is no such association and fellowship possible in the College of the City of New York as there is in some of the country colleges, and perhaps there never will be; and so we must fall back upon something else. But I

want to say here this morning before we separate that it seems to me that we as Alumni ought to make more of our relationship to the College, as Alumni, than we have done through the meeting of classes at intervals of five or ten years, through our presence, when possible, on great Alumni occasions, at Alumni dinners, and in the less formal but continuous relation in which we find ourselves to one another, and in which the great bulk of you must find yourselves as residents of the City of New York. Brethren, you have great opportunities by virtue of the fact that you are shut up, so to speak, within this great busy, strong city; you have opportunities to develop the college spirit more than in almost any college that I know of. And I hope that, as a result of to-day's exercises, of this wonderful day, and of the vision that has passed before your eyes, we may go home to our households determined to cherish the college spirit and to manifest it in our lives.

And, if I may be permitted to add one word, it is this, that our feeling shall take one special direction. We have heard a good deal about culture, we have heard a good about the moral side of college life—and certainly I am not going to disparage anything of that kind—but I was particularly impressed with what Mr. Bryce said in regard to the temptations of to-day in such a city as this, in regard to the exaggerated importance attached to the life that consists in commodities and the heaping together of commodities and the amassing of wealth; and one large influence to prevent evil results in that direction, it seems to me, in addition to the moral influences, is the recognition, in the midst of the busy life that most of you live, of the value of simple scholarship. What is a college for after all? What is a college for, except for the development of scholarship? I am sometimes glad that you have so few opportunities in the College of the City of New York for the development of the athletic side of life. We have seen exaggerated attention given to those matters in many of our colleges. But you have the opportunity to do more than has been done thus far in behalf of scholarship. Let us attach a value to it for its own sake, just as we do to art, just as we do to music.

As I listened to the violin to-night, I felt that I might keep quiet during all the time that remained for us; it soothed me, and it prepared me for something better and higher. I felt it;

I believe in it. I have some such feeling in regard to scholarship. Let us as Alumni believe more and more in scholarship and give it its opportunities and rejoice that it is being recognized as it is in this man at my side and in his co-workers—those who have been long in the field, and those who are now in it, and those who are coming into it. Let us magnify the privileges that we have as scholars, and the importance of bringing into those buildings young men who are determined to live the scholarly life and to make it mean all that it does in life's relations.